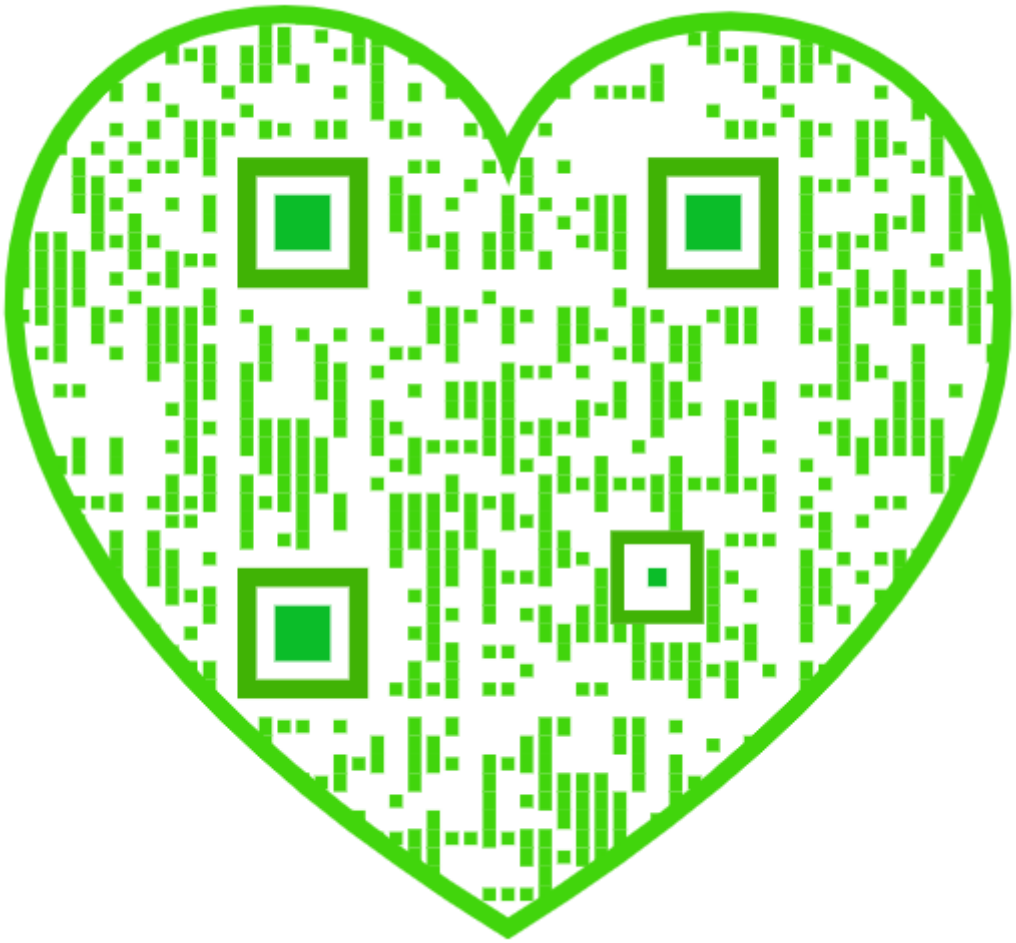

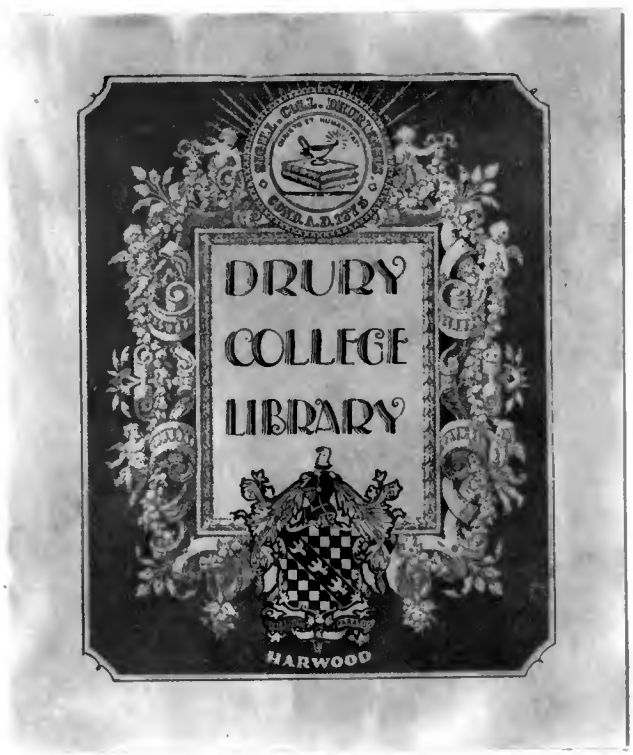

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San Francisco, California
2007

THE FORTIETH YEAR

of the NATIONAL RECREATION ASSOCIATION

BEGINS APRIL 12, 1945

THESE many years **the people of the United States** have worked together on recreation through the National Recreation Association.

Many citizens have pride that for years they have been among the **ten to fifteen thousand persons** who annually contribute to make its work possible.

Three hundred to four hundred volunteers—prominent citizens throughout the country—work to secure the contributions. Some of these sponsors have served for more than twenty years and make this their first public service.

Fifteen of the more than fifty staff members have the maturity and experience that come from having served in the national work for more than a quarter century.

Twelve of the field workers have followed the work in localities for about twenty years or more—they know first-hand the successes and failures in communities for a generation. They have experience to pass on to others.

The magazine **RECREATION**, published by the Association, has a history of exchanging information through the field **for thirty-eight years.**

When the Association was started in 1906 only forty-one cities had recreation programs with leadership. Now **more than 1,000 cities** report leadership in the National Recreation Association Year Book.

6,175 different communities in every state of the Union and twenty-five foreign countries received help and advice on their recreation problems through a single bureau of the Association in 1944 — the **Correspondence and Consultation** Bureau.

Six hundred cities were given personal service in this one year 1944 through the **visits of field workers.**

Every city with a year-round program that requested it received regularly a **bulletin service** as a means of exchanging information among cities.

Cities with only summer playground programs received without charge regularly two copies of the **Summer Playground Notebook.**

More than 78,000 rural volunteers over a period of years have been trained for unpaid recreation leadership in their own farm communities.

Many non-rural and rural small communities are being helped by state government bureaus which give recreation service. The Association gave **field help to these state bureaus in twenty states** in 1944 and helped others by correspondence.

Many smaller communities receive fairly regular help from the Association through frequent letters.

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In the city of Allentown, Pennsylvania, a meeting was held of representatives from ten near-by small communities, under the auspices of the Allentown Recreation Commission, with the National Recreation Association district field man helping to answer questions. This has been another way of giving cooperative aid to localities without having the cost excessive.

The Association has believed that **many groups** in the locality wished to be helpful to the municipal and community recreation programs, and it has therefore given extensive help to churches, American Legion Posts, service clubs, PTA's, Junior League groups, and many other bodies, so that all these would be in better position to put their influence behind the recreation programs.

The local community and **the family** unit in the locality have been fundamental in all the Association thinking through the years.

The Association has felt that the responsibility should always be kept in the communities themselves; that **nothing should be done to lessen local initiative;** that the Association's part was service **rather than control;** that the Association should give help only as it is desired.

In the early days there were a number who wished to see the Association vote each year on the recreation program for the cities to carry out for that year—understanding that no such vote would be binding but believing that the cities would largely abide by any such decision. In certain cities there was desire that the Association should designate the chief recreation worker to be employed locally. The Association has never been willing thus to lessen the **responsibility of the locality.** Each community has been left to employ its own executive and make its own decisions.

The National Recreation Association has resisted every attempt to make it an authoritarian influence attempting to impose one pattern. It has been and is a medium for cooperative self-education, a means whereby various local recreation groups have an **opportunity to work together cooperatively.**

John Stuart Mill wrote in favor of centralization of knowledge but decentralization of power and administration. The spirit of the recreation movement as a whole has been always **against regimentation in any form.** There is value in having different kinds of experiments tried in different localities. There is value in having the recorded experience of localities submitted to local leaders, with each local group free to use or not use the material that has come out of the cooperative movement.

The National Recreation Association has ever thought of **living as an end in itself**—has considered culture, growth, development of the human spirit through recreation as too fundamental to be exploited for minor purposes.

All these years what has been done through the Association by thousands upon thousands of volunteers and employed workers has been what money will not buy, what money will not pay for. In the Association these many years each problem has been faced from one point of view — **What is best for the men, women, and children affected?**

There are many families now in the third generation with a deep loyalty to the National Recreation Association.

HOWARD BRAUCHER

APRIL 1945

Parallels

By CATHERYN ZERBE
Leader of Children's Activities
Department of Public Recreation
Baltimore, Maryland

THE SPIRIT of specialization is too much abroad in the land. It invades all the corners of most of our adult lives. Work is work and play is play and never the twain shall meet. Art, music, religion, literature, thought, every other section of living has each its separate compartment in the day's scheme. There is a place for everything and everything must remain in its assigned spot. No wonder there is so much discontent, so many maladjustments among adults and children. No wonder there is so great a lack of appreciation for the sensitive issues of living. No wonder the ability to participate joyously and freely in those issues is so often atrophied. For life and the issues of living do not lend themselves easily to being compartmentalized.

Courtesy Recreation Department, Memphis, Tenn.

Children are not afraid of creative arts

Recreation leaders everywhere want to build programs that will provide fun and relaxation, build self-esteem and confidence, bring about the recognition that the best things in life *are* free and that no person really lacks a share of gifts, a share of creative ability that needs only to be released. To these leaders is the golden chance. For into their hands are entrusted the youngsters, upon whom the seal of conventionality has not yet hardened. Children are still willing to believe—even in themselves. They accept the fact of creating as natural. They are not compartmentalized. They recognize—subconsciously perhaps—the indivisibility of all life. They move easily and freely from music to crafts to acting to art and back again.

Those of us who have postwar recreation at heart know that it is high time to try out plans that will open out for children—and for adults, for that matter—the vast possibilities in the artistic fields. Already some such plans are beyond the experimental stage. Here is a report on a few "experiments" that worked.

Music—Open Sesame

The problem, as we in Baltimore saw it, was to open the eyes and the ears of the imagination. We wanted the children who came to us to see and hear beauty even at times and in places where their untrained senses denied its existence. We found the basic answer to our problem in a word —*participation.*

We began with music. Children are not so made that they can sit still and listen for a long time. So, if they are to grow up with seeing eyes and hearing ears they have to begin by experiencing music, painting, sculpture, the dance, dynamically and in correlation one with another.

Why, for instance, teach a song and stop there? The average song can be dramatized. Many "songs

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From Baltimore comes an exciting story of new experiments in the use of arts and crafts in a recreation program. It is included in this issue of the magazine because it seems to us appropriate material for playgrounds during the summer. References and an outline for each of the themes discussed in the article will be available from the National Recreation Association.

without words" tell a story which may be acted out. Take, for instance, Rubinstein's *Kammanoi Ostrow.* The music describes a monastery on an island in Russia's great Neva River. The monks sing the choral theme. The great monastery bell sounds intermittently the hours of devotion. Children can be divided into two groups when they listen to this music. Between them the groups can interpret what they hear. One group—choir-like — hums the melody. The other walks slowly and solemnly with bowed heads and folded hands toward a "cathedral door." In the distance someone strikes a soft tone on cymbal or triangle in time with the bell tone in the music.

This kind of thing, the appeal to the ear merging with the appeal to the eye and with the rhythmic movement of the body, makes listening to music a natural and easy part of the child's experience, a normal joy of daily living, not an ivory tower accomplishment to be practised covertly and at long intervals.

There are other ways, too, to correlate all the art fields. There are at hand many themes to serve as springboards into new adventure. Each theme can be expressed in many media. Every leader can develop his own ideas along the lines of his own training and ingenuity. The children, by the way, always help immeasurably. Give them plenty of rein. Here are a few suggestions for parallels. They have been tried and found not wanting.

Families

Music was our focal point. It is not hard for young children to learn about notation if they learn to think of relationships. Relationship can be established if chords are played on the piano to demonstrate harmony and dissonance. Children learn quickly to identify major chords as bright, minor ones as sad. The relationships are paralleled in color. Ask the children to choose their favorite color combinations and demonstrate their harmony by holding colored scarves together. (Colored scarves, by the way, are a versatile property. They can suggest interesting movements in creative dance or they can supplement costumes in dramatics.) When you have made your point about the relationship of harmonizing tones, select two colors that clash. On the piano play simultaneously the A major triad and the A minor triad. The non-relationship, the disharmony of both tones and colors will be obvious. Related tones or colors can be described, in terms familiar to children, as families.

Carrying over the family idea into acting meets with immediate response. A large group, divided into units of five or six, and given five minutes to make a play of a family scene will produce as many versions as there are units.

A good way to bring the family theme into crafts is via a sampler exhibit. Samplers can be painted, mural-typed, appliqued, embroidered, sketched and colored with crayons. (The boys need not be excluded because sewing is sissy!) Family trees can be developed with interest and artistry using the limbs of the tree for the children and symbols to represent family hobbies and interests.

Outlines

The outline of a song is its melodic and rhythmic line. An artist first sketches outlines of the points of interest in his picture. A biographer outlines the high points in the life of his subject. A playwright dramatizes the strong characteristics of situations or personalities. All of these facts can be brought to children's attention if they participate actively in different aspects of the "outline theme."

Play contrasted musical selections on a recording machine. Define the rhythmic outline with the motion of your hands, beating the accents—*one,* two, three; one, *two,* three; one, two, *three.* The music will be easily interpreted as straight, curved, or uneven in rhythm and so in outline. Children will easily follow along with this game and enjoy it.

They will like, too, to draw the outline of the view from a window. Impressions are more important than actual effects. You can make a game of this activity by giving the group three minutes to study the scene. See how much each one can remember and sketch of the general outline after leaving the window.

Five minute biographical sketches of the outlines of lives of famous Americans are entertaining. From such a thumb-nail sketch—read or told —children can develop a short play.

Shadowgraphing is ideal for showing the importance of outline. Christmas carols and other songs can be put on illustrated slides and shown by means of illuminated boxes large enough for groups to see at a distance. Shadow boxes, placed on pianos, eliminate the use of separate song sheets in group singing. Stories, too, can be shadowgraphed. This project incorporates art, music, crafts, and dramatic appeal.

Courtesy Department of Recreation, Passaic, N. J.

A rhythmic pattern may end — who knows — in a full mural!

Patterns

It is important that children become conscious early in their lives that behaviour, our manner of living, nature, even our very habits of thinking follow patterns. The child, once the word enters his experience and vocabulary, begins to look for patterns wherever he goes.

Rhythmic patterns can be improvised by selecting at random any four or five tones within an octave, playing them on a piano or singing them over and over until they are familiar, and developing them in different rhythms to get different "mood" effects. Or musical patterns can be graphically illustrated by introducing themes from great pieces of music such as Beethoven's *Fifth Symphony.* If the entire first movement is played the familiar "victory" theme is quickly identified and recognized each time it appears and each time its development is enlarged.

Rhythmic patterns are graphic. Rhythms in four-four and two-four time suggest vertical and horizontal lines; three-four and six-eight rhythms suggest curved lines; syncopated rhythms are irregular. Children following with crayon and paper the impulses of contrasted rhythms in the music they are hearing will create basic patterns for design. Each "design" will be individual, and each will reflect the listener's response. This activity, by the way, is a kind of super doodling, and it is fun for grown-ups as well as for children.

If the youngsters use their hands and feet instead of crayons and paper to describe the rhythms they are hearing they will develop basic dance patterns. From basic dance patterns it is but a step to a dance routine for favorite pieces of music.

Patterns are good basic material for acting. Take one of the patterns of social behaviour familiar to every child—answering the doorbell or the family group sitting down to dinner or time for school. Divide the children into groups with one group demonstrating the right way the other the wrong way. Many fine professional dramas lean heavily upon just such patterns of everyday living. When they act out details of daily life, children become aware that very simple things appeal to human interest.

Animals

Carnival of Animals by Saint Saens is a good example of animal interest in musical design. The suite, written especially for children, is humorous; it offers stimulating creative opportunity in four fields of cultural interest—music, art, dance, and drama. It is possible to get good recordings of the music. If it is shadowgraphed, the staging adds a craft project which requires little equipment. As the music is played the children instinctively interpret the gestures—the roar of the lion, the jumping

of the kangaroo, the galloping of the wild horses. We interpreted the suite in four ways; as a mural done on brown paper with crayons; certain numbers (*The Swan, the Aquarium, the Elephants, the Aviary*) expressed in creative dance; the story shadowgraphed on a scroll and projected while the records were played; and with fingerpuppets (made of paper) "acting" while a rhythm band played the themes.

Rudolf Friml's *Animal Pictures* is another good listening subject. The music is written so interestingly that the children love to look at it. The fleas jump, the snake crawls, the chickens cackle, and all very obviously in this original method of writing.

Animal games, sketching trips to the zoo, story-telling hours using many good authors who have made animals "real personages" as Saint Saens has done in the *Carnival* should follow upon hearing such music.

Dance rhythms of an original nature will develop from copying the characteristic movement of animals. The elephant *clumps,* the horse *trots,* the swan *glides,* the toad *hops.*

Animals offer inspiration in design for craft projects. Hats, wallets, handbags, wall-hangings, and many other simple articles are much more fun for children to make if animals are embroidered or appliqued as the motif for design.

Seasons

Seasonal subject material is not hard to find. Much beautiful music has been written about the seasons. The proper and entertaining way to bring it to children is the problem of the leaders. If music about the seasons can be danced or dramatized, it becomes a part of the child's association with nature. Otherwise, he has just heard some more good music!

Flowers, trees, spring, birds soaring, challenge leader and children to find new ways to interpret them. Flowers, for example, have individual character. The music that has been written about them stresses the quality most typical of the subject. The magnolia is dramatic, the water-lily ethereal, the wild rose softly appealing. Country gardens are a riot of tone-color. Dance programs, built upon these characteristics, to descriptive music, exercise the imagination.

Seasons are designated by changes in nature—the wind, the sun, the frost leaving their imprint around the calendar. Ideas for developing projects relative to seasonal influences are legion. Look at the everyday scene for signs that immediately affect the children. Rain hikes and snow hikes for instance are just as much fun as clear-weather hikes when one is dressed for them. Sketching pads should always be carried along. The habit of sketching is as valuable to children as the habit of literary composition. Both improve with practice. If the craft group needs a design for a project a runner of ivy found by the craftsmen is infinitely better than a book of conventional design.

Orchestras

Orchestras are excellent for producing variations on a theme. Discrimination of tones of different quality develops by making home-made instruments and learning to play them singly or in ensemble. Woodwinds can be made of elder-stalks or bamboo, stringed instruments of cheese and cigar boxes. Drums and tom-toms are always tackled with enthusiasm and they are easily made from tin cans and discarded drumheads contributed by friendly proprietors of music repair shops. The commercial miniature instruments made for the purpose of teaching fingering are splendid, but not nearly so thrilling as flute or violin that you have made for yourself—no matter how crude it may be.

This is primarily a craft project, just as seasons is most easily interpreted in dance and drama, but either can lead into other media according to the leaders' training and gift of imagination.

Instruments have character. The bass fiddle is a humorist, the violin an aristocrat. The trumpet is militant; the viola, in contrast, is modest. A cast of instruments might serve as a basis for creative dramatics.

Summary

These are a few of the themes that have developed as program material in Baltimore. Additional themes offering great scope for parallels in cultural activities are: *composition, conversation, folk art and music, the opera.* They tend to give the child an enthusiasm for the arts and crafts. This kind of "artistic experience" avoids the ever-present danger of making drama and the dance, music and art something apart from everyday life, something strange, not surely desirable as assets, open only to a confraternity of initiates. But most important of all the themes are fun, fun to "teach," fun to do. And being fun they leave the children eager for more experiences that look toward integration rather than dispersal of personality.

Art Groups on City Playgrounds

By HENRIETTA MORTON READ
Supervisor of Arts and Crafts
Division of Recreation
Department of Public Parks and Recreation
Louisville, Kentucky

THE IDEA OF HAVING playground art groups as a city division of recreation activity during the summer came from the children themselves. They liked painting pictures as much as making things. I discovered this at a community center where I was conducting a craft class once a week and an art class on another day for the same group of children. It was a girls' craft class, but the art class soon developed into a mixed group and expanded considerably in size. I was amazed at the number of boys who delighted in painting pictures. I had thought that nothing could tear little boys away from their wood and saws and hammers. Their subjects were different, more masculine in nature than those of the girls; pictures of boats, airplanes, soldiers blossomed forth, but their delight in creating with paints and brushes equalled that of the girls.

During the winter I experimented with this one group. I watched their interest grow; I noticed what subjects they liked best and what kind of an approach was needed; I saw how eager they were to express themselves when the preliminary stimulation was adequate. We always started the class by talking about a subject and getting ideas from the group. If I suggested a *store* as a subject for the day, we talked about what kinds of stores they had been inside and what could be bought in various stores, until finally everybody had an idea that he or she was eager to get down in paint. I found that encouragement and more and more encouragement was the best way to break down inhibitions. At first some were a little afraid their efforts might be laughed at, but when they found that everyone painted in his own way and made beautiful pictures in very different ways they became less timid.

All this led me to believe that in our city playground recreation program for the summer there was a very definite need for art groups in addition to the usual handcraft groups. I had discovered that, no matter how easily the outlined craft projects lent themselves to creativeness, nothing could take the place of the freedom and joy that a big sheet of paper, a long bristle brush, and some brilliant powder colors on a tin tray gave to a child who was clamoring to express himself in some way. I was also convinced that instructors of the art groups should be artists or art teachers, and not the regular playground leaders. This is important, because in teaching art to children it is more necessary to know what not to teach than what to teach. Inexperienced people are apt to inflict problems of perspective and realism on a child before he is ready. Very often they have a preconceived idea of art built on adult standards, and therefore their criticism of child art is detrimental to the child's normal growth.

As plans took shape it was evident that more money would be necessary to supplement our regular though rather small craft budget. The extra specialists on the payroll would require additional funds, and art supplies, paint, brushes, paper, drawing boards, thumb tacks, and colored chalk would be needed in large amounts for such a program. Letters were sent to individuals and organizations who might be interested either from an artistic or a social point of view, explaining the plan and asking for small contributions. We emphasized the fact that giving boys and girls a worthwhile art experience through the summer was one way to interest them in a constructive project.

There had been so much talk about juvenile delinquency throughout the winter that our appeal

The articles on painting by Mr. Alger and Mrs. Marsh, published in the November issue of RECREATION, have aroused so much interest that we have planned to follow them up with other articles on the subject.

Here is a story about some painting classes in Louisville, Kentucky, which are equalling in popularity the craft classes! And, what is just as amazing, the classes are appealing to boys quite as much as to girls!

Have you had any experience in developing painting groups for children or adults? If so, be sure to send us your story!

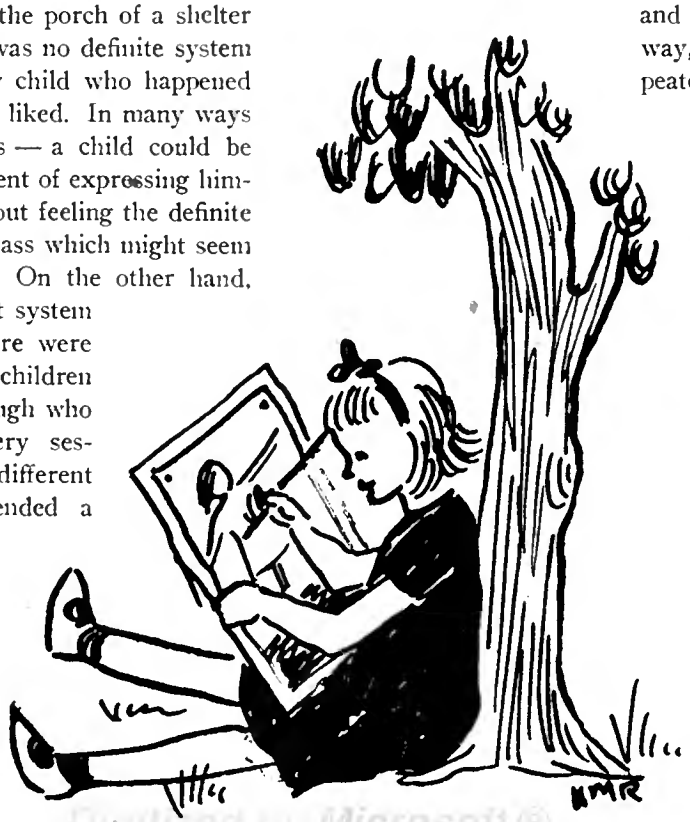
struck fertile ground. Enough people thought it an important recreation project to put our budget way over the estimated requirement. The specialists were employed and arrangements made for groups on nine white and two Negro playgrounds. Announcements of the groups and their locations were sent to the public schools so as to acquaint as many children as possible with the program. There were newspaper stories and radio spot announcements. After the groups started, a local radio station interviewed on one of their programs three of the children who had attended the groups. It was an *ad lib* broadcast and the children told what playgrounds they came from, what they had painted in the art groups, and answered other questions pertaining to the recreation program.

The average attendance after the groups got under way was between twenty and twenty-five. Some were as large as thirty-five or forty. They met once a week, very informally, out-of-doors under the trees or on the porch of a shelter house. At first there was no definite system of enrollment and any child who happened along could paint if he liked. In many ways this was advantageous — a child could be exposed to the enjoyment of expressing himself with a brush without feeling the definite commitment to a set class which might seem too much like school. On the other hand, without the enrollment system it was found that there were too many different children each time and not enough who followed through every session. This varied in different communities. It depended a great deal on the kind of full-time leader the playground had and also on the neighborhood.

Here again, as at the community center, the number of boys surprised me. There were as many, if not more, boys than girls, and all over the city they painted airplanes, boats, and war scenes by the dozens.

The Way We Do It

This is the plan we follow: The children each take a drawing board and tack on a sheet of gray bogus paper. Then they take their places on the grass, near the supply table. Two or three children are chosen by the teacher to pass out the other supplies—tin cookie sheets, each of which has a small supply of the dry powder colors, long-handled bristle brushes, and cans of water. In the meantime the teacher has started talking about the suggested subject for the day. At one session it may be *playgrounds*. "Just look around and paint what you see," the teacher says. The boys and girls start talking about what they see, and one idea leads to another—swings, games, baseball, wading, children, baby buggies, trees, art class. "Make your picture big. Fill your whole page so the things in it bump the edges," and "paint it in your own way," are instructions repeated again and again by the teacher. When all the children are at work she walks around from one to another, giving suggestions and offering encouragement, and now and then holding up a picture for the others to see as she illustrates a point. Most of the time the others are too busy painting to look, but the child whose picture is held up has a happy, successful feeling. She never asks what it is a child is painting.



(Continued on page 49)

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Joseph Lee Day—1944

Joseph Lee Day will be celebrated this year on July twenty-seventh. Begin to plan now!

ALL OVER the United States the children and grownups gathered joyously on July 28 to celebrate Joseph Lee Day. On many playgrounds and in many centers, the entire week was set aside for special events dedicated to him. Mayors issued Official Proclamations. Newspapers carried special editorials, news stories, and pictures. Street cars carried cards of invitation. Bulletin boards in recreation centers and public libraries carried special notices grouped around the photograph of Joseph Lee.

The San Francisco Recreation Department expressed what we believe is the general feeling about Joseph Lee Day when it said, "We are convinced that wider and deeper understanding—a real social trend—will grow out of the past four years' Joseph Lee Day observance. . . . We have reason to believe that by fostering the everyday use of the name, 'Joseph Lee,' children and their elders will use his name as that of a friend."

It is interesting to hear that far-away Hawaii celebrated Joseph Lee Day in this year of war. Even farther away, leaders in recreation who are now in the armed forces planned special games and contests in the Solomons, and in the anonymous "South Pacific." Soldiers and sailors who never heard of Joseph Lee learned about him from their local news sheets, and played special games in his honor!

San Francisco, California

San Francisco's "living memorial" to Joseph Lee spilled over the calendar on each side of July 28. Every day for five days children on playgrounds walked and talked, sang and played, picnicked and competed, in the conscious realization of the friend whom they had never seen. At Madison Playground, for example, each day began with a tribute to Joseph Lee spoken by all the children in unison. Each day's tribute was different. Tuesday's couplet was typical of the starting of the days and of the spirit that informed all the activities on all the days of celebration. It ran:

> We honor Joseph Lee today
> In all we do and all we play

After the *Star-Spangled Banner* and the salute to the flag the days progressed with discussion, with active and quiet games, with music and crafts and storytelling and dramatics and dancing. On Thursday morning, July 27, the children and their director went to North Beach for a field day and group picnic. Friday was open house when "we invite all parents and friends to visit with us and note the trends that have been adopted in Recreation. . ." The program at Madison Playground for Monday, July 24, is a fair sample of the whole program:

United Playground Tribute in Chorus:

"To Joseph Lee, the Father of American Public Recreation, we pay our homage and our adulation."

10:00 A. M.

1. Singing and playing of *The Star-Spangled Banner*
2. Salute to the flag
3. Short talk by the Director on the life and work of Joseph Lee and his influence on the public recreation movement in America
4. Singing of *America*
5. Open discussion, children participating, on what recreation means in America to the community and citizens and what recreation provides for all by way of outlets, planned activities, and facilities
6. Singing of war songs from World War I and World War II. (Mr. Lee's work in World War I)

11:00 A. M.

1. Volley ball game dedicated to the memory and work of Joseph Lee
2. Singing and ring games by primary children, dedicated to the memory of Joseph Lee
3. Playing of phonograph records from World War I, and short talk on Mr. Lee's efforts to further the recreation movement in America during this time
4. Singing and playing of *The Star-Spangled Banner* in grateful tribute for living in a democracy and being able to enjoy the advantages of it and a public recreation movement.

1:00 P. M.

1. *The American's Creed,* pledged by all
2. Singing and playing of *I Love You, California*
3. Discussion about advantages given to community and citizens in California and in San Francisco in the way of recreation activities
4. Kickball game, dedicated to memory of Mr. Lee.

2:00 P. M.

1. Community singing—children's choices

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Photo by San Francisco Examiner *Courtesy San Francisco Recreation Commission*

2. Competitive events in athletics, divided into two groups:

   Competition between smaller children
   Competition between older children

3. Popular phonograh records. (All groups)

Courtesy San Francisco Recreation Commission

3:00 P. M.

1. Line ball game (Older group)
2. Ring and rope games (Smaller children)
3. Discussion of competitive events: teams, captains, teamwork, substitutes, and alternates regarding forthcoming competitive athletic events among playgrounds. (Emphasis upon teamwork, fair play, and cooperation: three essentials of Mr. Lee's playground philosophy)

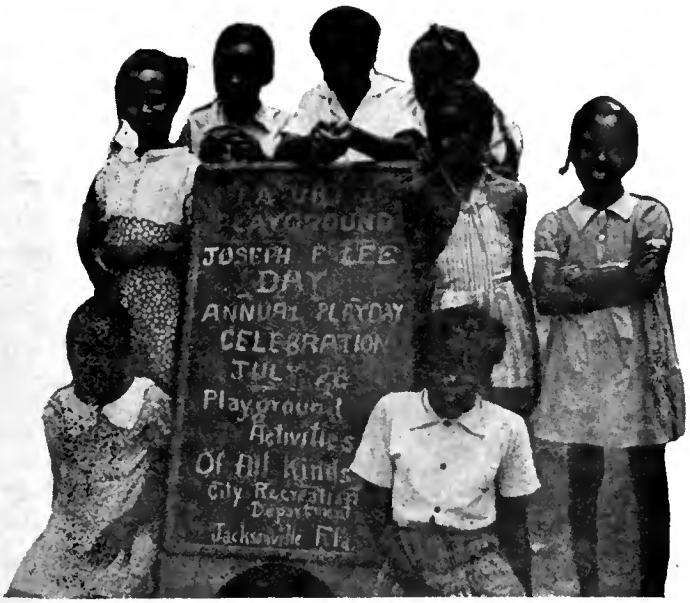
4:00 P. M.

1. Relay races (1st and 2nd teams)
2. Interpretive dancing by smaller children to victrola accompaniment in line with free play and expression in playground activities as advocated by Mr. Lee
3. Play-off kickball game. (1st and 2nd teams)

5:00 P. M.

1. Summary of day's objectives in keeping with tribute to Mr. Joseph Lee
2. Community singing and singing of *The Star-Spangled Banner* as finale.

"At all City Playgrounds today
Open House will be in sway.
We invite all parents and friends
To visit us and note the trends
That have been adopted in Recreation
In all cities and towns . . . throughout the Nation!
Play with us, and you'll agree
We're mighty proud to honor Joseph Lee!"
—The children of the San Francisco Playgrounds



Courtesy Jacksonville, Florida, Department of Public Recreation

All day festivities for Negro children

Other Communities

The following brief accounts include only a few of the other cities which celebrated Joseph Lee Day in 1944. They will show the kinds of programs, and the widespread desire to perpetuate the memory of the father of American Playgrounds.

Marietta, Ohio. Boys and girls from the Civitan Playground wrote a play and produced it on the other Marietta playgrounds. One of the lines was "America forgot her children when she built her beautiful cities."

Wichita Falls, Texas. A two-day celebration featured a pet show won by a tame skunk and a three-legged dog. In the local newspaper, a Federal government official present in the city wrote: "Lee contributed tremendously to the play life of Wichita County, and much of the basic reforms in the recreation movement can be directly traced to his philosophy. . . . What Joseph Lee stood for in contributing to the morale and well-being of our uniformed forces in World War I is still important in World War II."

Long Beach, California. Thirty school playgrounds and fifteen municipal areas had special Joseph Lee Day programs.

Norfolk, Virginia. Nature tour of the Park, and the Junior Horseshow Championship were special features. The play, "First Basketball Game," was given in the evening, followed by square dancing in the park. All twenty-two playgrounds participated. A thousand participants and 1,000 spectators enjoyed the day's activities.

Decatur, Illinois. Ten Joseph Lee Day programs were planned on the playgrounds for July 27 with 3,051 children in attendance.

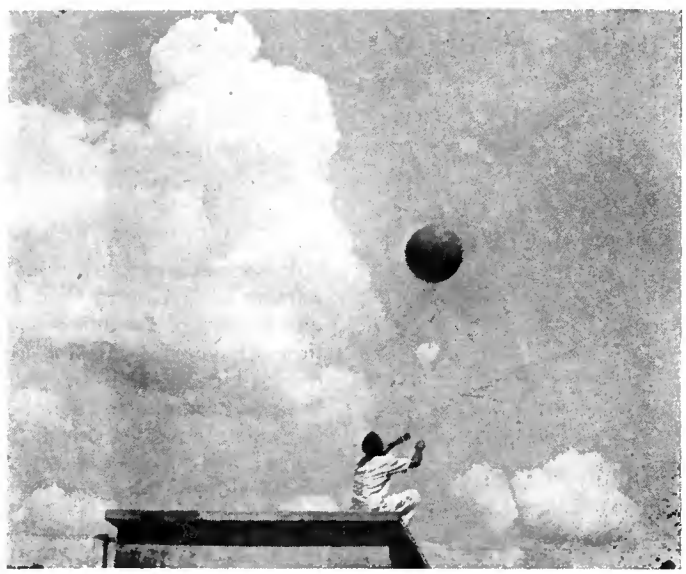
Jacksonville, Florida. Joseph Lee Day is one of the best annual all-day attractions for colored youth. Each year an outstanding special event is planned. In 1944 the event was a homing pigeon and balloon ascension.

Los Angeles, California. The day was celebrated on every playground by plays, festivals, games, singing, dancing, music, poems, stories, and handcraft exhibits. It was celebrated, too, in the girls' camp at Griffith Park.

Chester, Pennsylvania. An all-day Field Day began at 10 A.M. with a flag raising.

Dallas, Texas. Joseph Lee Day in Dallas was "the best ever." Over 5,000 children and adults came. The outstanding event was the Playground Follies of 1944, featuring a Texas Dude Ranch as a back-

Balloon ascension at Jacksonville, Florida



Courtesy Jacksonville, Florida, Department of Public Recreation

ground. The "Ranch" folks entertained the "show" folks in a variety of folk and modern songs, dances, and music.

A big Play Day at Reverchon Park featured city-wide tournaments in croquet, horseshoes, pony shoes, and washers. Team races and competitive games led up to a picnic supper, followed by an exhibition ball game, a band concert, a street dance, and a movie.

Augusta, Georgia. The Augusta *Herald* carried a long, two-column article on July 30, written by Oka T. Hester, Superintendent of Recreation, describing the work of the Department in great detail. In it was included a tribute to Joseph Lee, whose philosophy has been the basis for Augusta's program. Also included was a letter written to John Finley by President Roosevelt in 1933.

Englewood, New Jersey. All activities on Englewoods's six playgrounds on July 28 were dedicated to the memory of Joseph Lee. A Mummer's Parade was one of the special features.

Hopewell, Virginia. Special programs in honor of Joseph Lee were held at Hopewell's four recreation centers. The Mayor issued an official proclamation for the observance of Joseph Lee Day. Special features included contests and relays, swimming activities, boxing, dancing, a picnic supper, and a softball game at the various playgrounds. The day was so popular that neither the children nor the adults would go home, and community singing lasted until 9:30.

The Solomons. Lieutenant Commander Fitzgerald, in a base hospital in the Solomon Islands, wrote: "Yesterday we celebrated Joseph Lee Day, showing that a great prophet is not only honored in his own land, but even in this distant spot."

South Pacific. Lieutenant Commander Nathan L. Mallison of the U. S. Navy sent us a copy of *The Tattler,* the special news sheet, listing a series of top-notch athletic events lasting four days, and giving a popular biography of Joseph Lee.

Honolulu, Hawaii. The program of the day consisted of: welcome and brief sketch of Joseph E. Lee by A. K. Powlison, Director of Recreation; mass singing led by Mrs. Lei Collins, Supervisor of Music; unveiling of Joseph Lee's picture (water color sketch) drawn by Paul Tokunga, director of McCully Recreation Center; singing skit; mass recitation of nursery rhymes; mass singing of Hawaiian folk songs; amateur hour; band concert by the Royal Hawaiian Band; softball game; displays of handcraft; nature study; hobbies; art.

RECREATION LEADERS! What are you planning to celebrate Joseph Lee Day in 1945? When your celebrations are over send us word and photographs of your program so that next year the story may be as complete as possible.

"Bully for you for saying that the less organized play and playthings, the more suitable to the imagination of children. The thing I am getting us playground people to discuss is how in blazes, with the natural tendency of human nature to slick everything up and be orderly, we can have on a small children's playground (pre-baseball), a sufficient mess to make the place habitable to children. The ordinary junk pile is better than the usual playground. And as for packing boxes and what might be called wooden rubbish (also miscellaneous piles and bits of lead and iron and half bricks), what could be nearer Paradise than these? Of course a barrel with an incline you can roll down inside of it is a little better, if there are not too many nails sticking out inside, as in the German story books.

"About the Public Gardens, its drawing power and wide radius of use should be considered. I remember many years ago seeing a coal heaver looking at the flowers as he drove by.

"Can't the big boys be kicked off North End Park? We kicked them off except for two afternoons a week under a contract made by me with John F. Fitzgerald, then Congressman, and ratified by Father Knappe, the janitor, and the *Globe* reporter. Father Knappe was a jewel. I wonder where he is now? I'd bet on him for Heaven if he is dead and should like to compare notes with him on theology if I ever have the luck to get there."—From a letter by *Joseph Lee* written July 11, 1928, to a citizen of Boston interested in playgrounds.

It has been suggested that in view of the naming of a Liberty Ship for Joseph Lee, one feature of the Joseph Lee Day celebration this year might well be an exhibit of model Liberty Ships made by children of the playgrounds, and judged by a committee which should include, if possible, a member of the Navy who will tell the children about Liberty ships and their function.

The Association hopes to have available for distribution within a few weeks plans for a model Liberty Ship of simple construction.

Recreation Goes to College

By DAVID GELLER

IF THE EXPERIENCES of the Somerville, Massachusetts, Recreation Commission the past summer can be taken as criteria, there's a recreational bonanza in store for America's communities in search of additional playground space for their youngsters.

Somerville, the nation's most thickly populated city, woke up in the summer of 1944 to find that it had one of the finest and one of the most pleasant recreational resources in its best known institution —Tufts College, with a student body of more than 2,500 men and women.

Long before recreation became a national demand, Tufts College, its garden-like campus, and its playing fields, were there "to be had for the asking," as the saying goes. But it wasn't until last summer, when the Somerville Recreation Commission intensified its activities because of a growing community need for more and better recreational facilities, that all the Tufts playing fields were placed at the disposal of the local citizens. Although Somerville first began to use this natural resource some ten years ago, it was 1944 before the program became extensive.

The Tufts administration readily assented to the requests of the alert Somerville group. Persons close to Dr. Leonard Carmichael, popular Tufts president, have known from the first week in 1939, when he took office, that he was eager to have the college serve the public to a greater extent than it ever had in the past. "A college or university, no matter how large or small, has an obligation to serve the community," he had announced shortly after taking office in 1939. He had indicated ways whereby the college could be of greater service to the community, but no one, until last summer, had broached to him the subject of recreation, or the

Expensively groomed acres at Tufts College become a playground

69259

Girl Scouts day camping on Tufts College's old campus

use of college grounds for recreational purposes.

Don't get the idea that the Tufts campus was converted overnight into a recreation playground for all of Somerville's children! It wasn't. Jan Friis, able, genial, and understanding Tufts superintendent, who conducted a highly successful summer camp until the outbreak of the war, made sure that the Somerville Recreation Commitee, saw eye to eye with him before any program was undertaken.

"We had to set up certain limitations, especially about the age groups and about the supervision," Mr. Friis said. "I knew from my own experience in working with boys that if we allowed lads of fourteen and over on the old campus or on the Oval, the little ones, those under twelve, would be pushed around. Second, it was most important that the groups have good, responsible supervision. This may seem like a big demand but I had to make it because excessive noise would interfere with the boys trying to study in the dormitories. We had to be especially sure on this score since we are a Navy V-12 training center."

The Somerville representatives accepted Mr. Friis's conditions and it is to their credit that they more than fulfilled their share of the bargain. You get an idea that Mr. Friis was delighted with the way the Somerville group carried out the plan. He watched the day-to-day progress of the two-fold program. One part of it was a day camp for more than sixty Somerville

(Continued on page 44)

David Geller, a professionally trained social worker, served on the staff of the East Boston Social Center. He has now returned to his first love— public relations — working for his alma mater, Tufts, and for the Associated Jewish Philanthropies. He is firmly convinced that there are many communities that might profit from the Tufts-Somerville experience.

"Hey, Teach! What's That?"

By BENTON P. CUMMINGS

"HEY, TEACH! What's that?" Hundreds of times this past summer that question was directed at the people carrying on the nature and camping program operated by the Public Recreation Commission of Cincinnati.

The program, as operated, consisted of three main phases: the First Settler Camp, the Mound Builders Camp, and the Traveling Camp.

The First Settler Camp

The First Settler Camp is located on the Airport Playfield, Cincinnati's outstanding public play area. Twenty-five acres here have been augmented by as much more privately-owned land adjoining it. The whole area is located on the river bottoms at the junction of the Little Miami River and the Ohio. This is historic ground. The area now covered by playfield and Lunken Airport was known by the early settlers as "Turkey Bottom." It was noted for the luxuriance of its growth as well as the wild turkeys which roamed there.

This valley is the site of the first settlement in the Cincinnati area. The cabin site of Captain Benjamin Stites, first settler, is within a mile of the camp. Also near-by is the Pioneer Cemetery, now a park.

Before the white men came, this valley and the surrounding hills were the "stamping grounds" of the red men. Even today occasional Indian relics are found in the soil. Before the Indian, the Mound Builders were its inhabitants. Some signs of their habitation remain near-by.

It is in this historic setting that the First Settler Camp has been established. The program is being built around the life and history of those early days. The First Settlers were primarily farmers, so the camp is, for the most part, a farm camp. The plan of development is to have all the buildings and projects conceived and carried on as the First Settlers operated them in the early days. A yoke of oxen is a part of the livestock and much of the equipment is of the hand or primitive type.

When all trees are classed as "Christmas trees or not Christmas trees," the time has come for drastic action, in the opinion of Mr. Cummings, who is Supervisor of Nature Interest Activities for the Public Recreation Commission of Cincinnati, Ohio.

Cincinnati has taken action through its Recreation Commission, and the result is a year-round program of nature activities which may have suggestions for other cities.

At present the area is serving two purposes. The Commission hopes to be able to maintain a practical operating farm some day. As yet such a farm is not available so the land at the First Settler Camp is serving a dual purpose. In addition to building toward the future First Settler Program, a rudimentary modern farm is operating in the area. The attempt is being made to grow as much as possible of the food needed by the summer camps. The drought of the past summer hindered this plan, but late crops were better and a considerable supply was canned, ready for use later in the year. A poultry flock has been started and a small rabbitry is growing. In addition to the animals mentioned, there are horses, goats, guinea fowl, ducks, homing pigeons, and White King pigeons in the present barnyard. Most of these have been gifts from people interested in the development of the program. Some ducks, rabbits, and chickens were given to the farm when Easter pets became too big for city apartments. This is not only for demonstration but also for use as a practical commercial farm.

Part of the plowed area was set aside for individual children's gardens. Before this can be really successful a steady water supply will be necessary to combat the hot, dry, Ohio summers. Some gardens were conducted fairly successfully here last summer. The children operating the gardens were invited out to the camp one day a week all summer. They not only took care of their gardens but participated in a full day's camping program.

These gardeners and playground groups make up the campers for the summer. Every day a group from one of the city's forty-five playgrounds visited the camp. Upon its arrival each group was broken up into smaller camp groups and assigned a camp site in the near-by woods. Here it set up its small camp and prepared to cook its noon meal over the open fire as did the first settlers upon arrival at their new homestead. After they had eaten, a council fire program was held at the council circle. Nature games

emphasizing farm life were played here. The lore of the Indian was brought in, too, through a display of Indian relics found on the area. After the council circle some phase of farming completed the afternoon. This was always climaxed by a ride on the ox wagon which took the group back toward the street car—and modern life.

Courtesy Public Recreation Commission, Cincinnati, Ohio

Charlie, the horse, is a real member of "the gang" at Airport Farm

With the opening of school the program has gone on with renewed vigor. During October over 600 different boys and girls from the school classrooms visited the camp with their teachers. For them the program was a little different although the main features were the same. These groups were shown through the gardens where many saw growing for the first time some of the common vegetables usually seen by them only on a vegetable counter. Some hoed a little, others picked. Almost 200 quarts of produce were canned by the children during the month. When this phase of the program came to an end, a new program started featuring plants grown inside in pots, terraria, and aquaria. This will carry through until early spring when the farming season rolls around again.

The aquarium room in the Airport Playhouse is an added feature during the winter. Here twelve or fifteen varieties of tropical and nature fish are kept, and interested school groups are shown how to make an aquarium. This entire program is under supervision of Bert Lawson, camp director.

The Mound Builders

The Mound Builders Camp was opened last summer and is not as far along in its development. It is located on the Walnut Hills Playfield grounds where the area is rough and wooded. An open stone shelter has been changed into a closed lodge which serves as the center of activities here.

The Mound Builders were selected to provide the basic theme for this camp because the early history of the area is that of these people. Moreover, the Mound Builders provided a splendid approach to crafts as they were excellent craftsmen as well as hunters and farmers. Most of the campers who attended this camp spent more than one day, as the program was set up on the basis of a week's stay. Many neighborhood boys and girls spent most of the summer here.

Three weeks of this camp were for girls only. This period was sponsored by the Phi Delta Pi, national woman's athletic fraternity, who paid all expenses of the campers, selected from the less privileged areas of the city.

The program at this camp is also continuing through the winter. Clubs meet here every afternoon after school and on Saturdays. A picture night with movies and slides is offered on one night a week for neighborhood boys and girls, and a campfire for adults on another night. As soon

Courtesy Public Recreation Commission, Cincinnati, Ohio

Cooking after the manner of their remote predecessors on this land is the privilege of the "First Settlers" and the "Mound Builders"

as facilities allow, programs will be set up during the day for school groups.

A Camp That Travels

The third phase of the camping program was set up to provide a solution to two problems. It had been the experience of camping groups in the city that there was a lethargy concerning camping, or an unwillingness to try something new. So, if only a few of the children could be interested in going to a camp perhaps the solution was to take a camp to them. The plan would also provide for taking a nature program to the playgrounds.

A truck was fitted out to carry the equipment and staff. This was not elaborate for, as in the other camps, the type of camping was primitive and based on the small camp procedure. The Commission was fortunate in obtaining a former wild animal collector in the person of H. S. Spindler to direct this. His wealth of experience was very valuable. Each day the truck pulled up on a playground and set up camp. The equipment included cooking equipment, stones for fireplaces, firewood, and a large variety of nature exhibit material. Cages carried from ten to fifteen kinds of animals and birds. Most of these were domestic animals, but even these were new to many of the youngsters on the playgrounds. There were interesting things about all of the livestock which were new to the youngsters. A portable "barnyard" was carried on the truck, and when it was set up on the playground the rabbits, ducks, and chickens were turned loose in it. Most were so tame that they could be readily handled by the youngsters.

The pet of the camp was Buttermilk, the goat. She was so tame that she was turned loose on each playground and romped with the children like a

(Continued on page 54)

What They Say About Recreation

"MILLIONS OF CHILDREN in the world today never learned how to laugh and play. That is one of the main reasons we are at war, because we want to protect these children."—*Mayor Fiorello H. LaGuardia.*

"Any individual in whose early life the necessary opportunities for adequate play have been lacking will inevitably go on seeking them in the stuff of adult life."—*Margaret Lowenfeld.*

"Play gives a child what education, work, recreation, art, and exploration provide adults."—*Katharine W. Taylor* in *Parents' Magazine.*

"Who will deny that the opportunity to play, and actual participation in unregimented sports are among the cherished rights in the American way of life which we want to protect and preserve?"—*Carl L. Nordley.*

" 'Municipal murder' is the brand placed upon cities who drive children into the streets to play because of insufficient public playgrounds . . . the toll in child lives taken by motor cars is a national disgrace."—From *Recreation Activities Bulletin,* San Francisco Recreation Commission.

"In addition to building parks and playgrounds, city managers must see to it that the parks and playgrounds become centers expressing the government's interest in men, women, and children all over the city."—*Hollis Thompson* in *The Planners' Journal.*

"We have our choice. We will either support playgrounds and all the increasing agencies for children or we will support Sing Sing and then some more Sing Sings."—*Harry Emerson Fosdick.*

"A playground director must have patience; must be able to develop confidence in the child of little ability; must be kind but able to inspire obedience; must be able to teach the child to lose without discouragement but to win without boasting; must be a sportsman but not a sport."—*Frank S. Gaines,* Berkeley, California.

"Every step to assure family health and welfare in the war community is a step toward assuring more effective warfare."—*Charles P. Taft.*

"Play is the natural learning activity of children. Through it they digest some of the deepest and most poignant experiences of their lives."—From *School's Out,* by *Clara Lambert.*

"There are no rules in these great playgrounds except those which we have laid down for ourselves under the law, and no policing except what is needed for the safety of those seventy million of us who come from all over the land to enjoy them."—From *Taming Our Forests.*

"It is important to sound municipal management to realize that playgrounds are as useful in keeping down crime as policemen, and that suitable adult recreation will do more to preserve loyalty to American ideals than a myriad of spies and agents."—*Thomas H. Reed* in *Municipal Management.*

"Parks and playgrounds are meant to be used. More than just a piece of land is needed. Not only must parks and playgrounds be laid out for the use for which they are intended, but trained leadership is needed if the fullest value is to be realized from our investment. Expanding usefulness of the parks will require full-time recreation leaders."—From *The Greater Tucson Regional Plan.*

"Happiness is a sign of good personal growth just as radiant health is a sign of good physical growth. It means that important powers are getting their share of living—are not stultified and starved for want of use."—*Katherine W. Taylor* in *Parents' Magazine.*

"Laughter and play facilitate friendliness and comradeship. They flaunt in the face of the world one's refusal to be scared; they transform unbearable pathos into a sort of divine comedy; they divert attention from exclusive concern with the perils at hand; they confer a priceless sense of momentary detachment."—From *Education and the Morale of a Free People.*

"Spare time is the time for adventure, for the satisfaction of inner drives and yearnings which are the legitimate expression of personality."

Microsoft®

Playground Miscellany

MAKE-BELIEVE CHILDREN. Dolls, dolls, dolls! Dozens of them! Boy dolls and girl dolls and animal dolls; bisque and rag and China; "museum piece" dolls and dolls about to fall to pieces from the loving handling of over-zealous "mothers!" More than 250 dolls were displayed in a semi-circle on the park lawn at the annual doll show sponsored by the Recreation Council of Valparaiso, Indiana. Come to see their "grandchildren" were more parents than had come to the park in any previous week.

Judged best of all the show was a doll whose costume was made entirely of war bonds. Her attendants were a WAC in full regulation uniform and a Red Cross doll. There were many "bests" to be decided—in some twenty-five classes. Most of the exhibitors were, naturally enough, females of the species. But four boys were among the prize-winners.

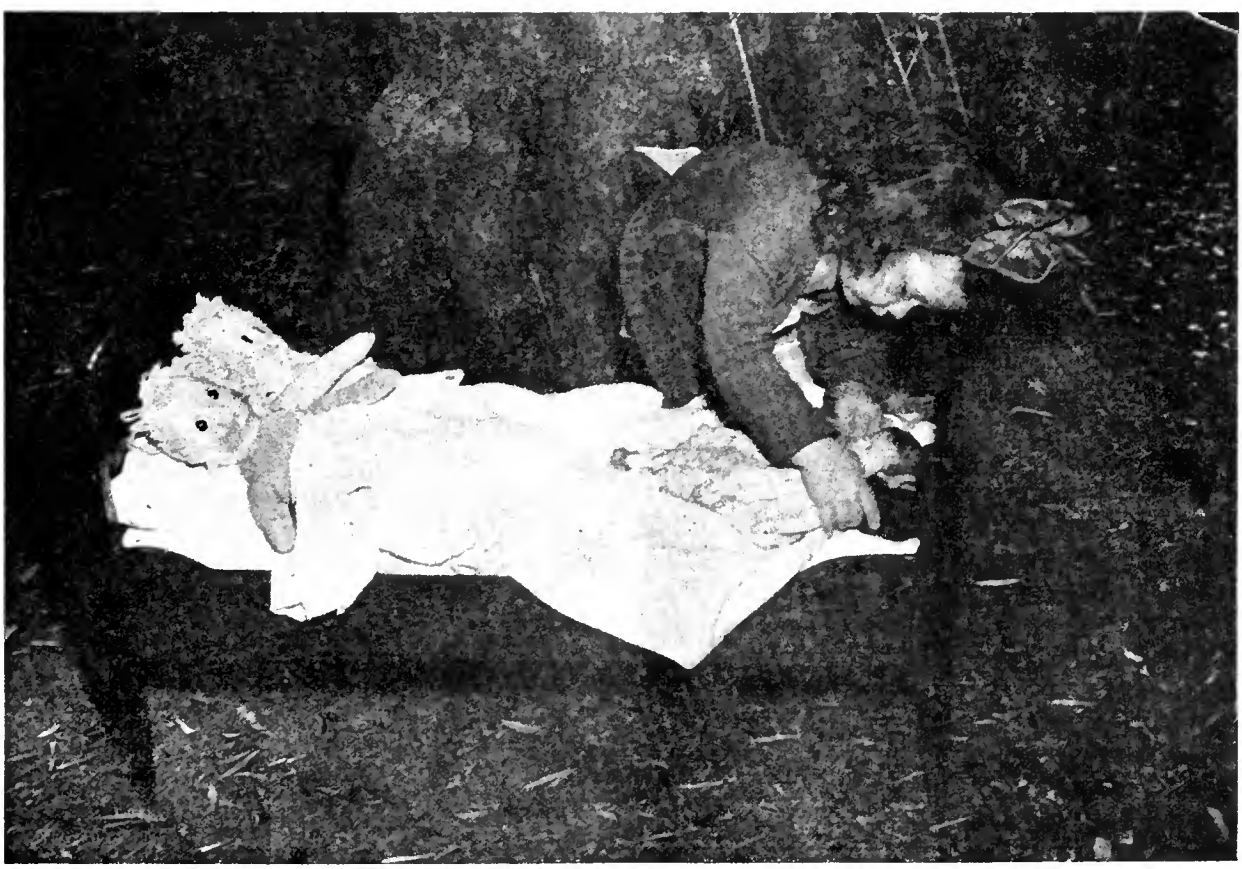
Individual and group singing and ice cream (for the youngsters) topped off a very successful event.

Material—Sand. During the week of July 10, the fifteen playgrounds in St. Paul, Minnesota, held a contest in sand modeling and sculpture. The children of each playground selected their own subjects which ranged from "Saipan Beach Head" to the story of the Three Billy Goats Gruff. The contest entries were judged on the following points:

Number of participants	½ point for each child
Artistry	1-25 points
Neatness (including the outside of the box)	1-15 points
Detail and originality	1-25 points
Size and proportion	1-15 points

"Indian Village," with thirty participant modelers and ninety-five points, won high place. A total of 220 youngsters worked on the models.

She had so many children . . .



Courtesy Recreation Department, Burlingame, California

Footlights and Grease Paint. Last summer vacation time was a busy one for the drama section of San Francisco's Recreation Department. Several thousand children had a part in play production, puppetry, storytelling, and story plays.

Puppetry and Plays

Puppetry held precedence over regular play production. A puppet play does not take the preparation that is required to produce a regular dramatic play, and children can substitute more easily in cases of absenteeism.

All the puppets were manipulated by the children. On some grounds the young people made their own puppets and stage and stage settings.

A total of forty performances were given for district and individual playground audiences totaling 3,145 boys and girls. *Hansel and Gretel, Cinderella, Red Riding Hood, Little Black Sambo,* and *Rumpelstiltskin* proved to be the most popular.

Several playgrounds gave plays during the summer. However, because of vacations breaking into rehearsals and necessitating substitutions in the casts, many of the drama groups were suspended for the vacation.

Stories in Action

Storytelling was more popular this year than ever before, with the attendance totaling 9,854 of which 1,155 were from the summer schoolyards. In addition to the Department's "Traveling Storyteller," many directors conducted their own storytelling hours. Favorites among the children were the *Wee Red Man, The Five Chinese Brothers, A Soldier in Trouble,* and *Fish in the Tree.*

Story plays, a natural outgrowth in storytelling, had an attendance of 1,816 children during the vacation. The Story Play Festival held on Saturday, September 8, was a huge success. In the morning there was a treasure hunt with clues based on the stories of the *Three Bears, Little Black Sambo, Snow White and the Seven Dwarfs, Red Riding Hood,* printed on cardboard and attached to the trees. The treasure was one of the costumed characters from each of the stories named.

Following the luncheon period the Story Play Contest was held. *Jack and the Beanstalk* won first place, *The Three Bears* second, and *Little Black Sambo* third.

The entire day was so thoroughly enjoyed by the 700 children present that it will be made an annual event.

Grand Forks Herald Photo

The harvest

The Seed and the Sower. The mystery of the earth and the growth that takes place in the earth have been close to the religious heart of men since "time when the memory of man runneth not to the contrary." It is, therefore, peculiarly fitting that the seed and the sower receive the ancient, solemn blessing of the church at the time of the planting of seed in the year 1944 when growth was a matter for concern to so many sowers of seed. At Grand Fords, North Dakota, on Rogation Sunday the churches honored in the observance this ritual of growing things.

Victory gardens were for the third year in Grand Forks, "one of the healthiest projects . . . undertaken." The Park District, the Grand Forks *Herald,* the School Board, the Civic and Commerce Association cooperated throughout the program. A twenty-hour course in gardening opened the year's activities on April 10. A Victory Gar-

den Harvest Show on September 8 and 9 closed the season.

Exercise to Beat the Heat. Citizens of West Palm Beach, Florida, had the chance to keep moving last summer and to keep moving with pleasure and profit to their health. The Superintendent of Recreation saw to it that plenty of activity was available.

Ducks to Water

Swimming had been sadly neglected in the Palm Beaches for many years. But last summer West Palm Beach got a new start toward becoming "swim conscious." During July and August 1,440 children learned the crawl stroke, the back stroke, the breast stroke, diving, life saving. Two hundred and fifty of these youngsters could not swim a stroke at the beginning of the summer. By the first of September they were well on the way to being good swimmers, while those who already had a start at the beginning of the summer had gotten to be better and better swimmers as the weeks wore on.

This achievement is all the more remarkable because West Palm Beach had no swimming pools of its own. These boys and girls had to travel a minimum of three miles before 9:00 A.M. twice a week for their lessons. They didn't mind. But they will probably help persuade people in West Palm Beach that a pool is a good postwar project for the community!

Game, Set, Match — For Free!

Tennis looked pretty "sour" to the youngsters of West Palm Beach in the summer of 1943. It took money to play the game. Racquets and balls could (war conditions permitting) be come by somehow, but when it came to buying a permit—$1.50 for an annual fee or fifty cents for five consecutive day's play—that was another matter and a serious one for young pocketbooks. Most of the young people didn't have that much money to be spent on tennis. There were too many other places where allowances had to go. Children weren't playing tennis, and good junior tennis players were as scarce as tennis balls and nylon strings for racquets.

In 1944 the Superintendent of Recreation persuaded the Recreation Commission to do away with the fee for youngsters. Then he set to work to rebuild tennis interest. He gave free lessons at all parks during the summer. By the end of the season 1,260 boys and girls were by way of knowing the game. If they were not potential Davis Cup team members right at that moment they were at least good enough tennis players to enjoy the game.

Ideas on Paper

West Palm Beach ended its season for 1944 with a circus that came just at the time the American Legion decided to sponsor the National Paper Drive. The circus seemed a good time to add to the paper scrap. A bundle of paper was a ticket of admission, and all the "admission prices" served to swell the carload which finally pulled out of West Palm Beach. The paper piles grew, too, because five pounds of paper would buy a ten ounce glass of lemonade. Sugar, lemons, and limes were contributed by the children of one of the playgrounds. The sun was hot that day, and by mid-afternoon the adults, who did not bring any paper, were wishing they had, just to get some lemonade! The committee serving the drink did not budge from the rule, "Five pounds of paper buys a glass of lemonade."

A big truck was driven up to the gate of the park in the afternoon, and the paper was collected, weighed, and loaded by a committee made up of children. When the show was over the American Legion had a truck load of paper, almost two tons to be exact, including eight hundred empty paper cups, which had been used to drink the ninety gallons of lemonade.

Five for Five. Take any five youngsters from ten to sixteen on any playground in Cleveland, Ohio. Set them to work on a playground project each week for five weeks, and you have the makings of a Pentathlon.

The Cleveland *Plain Dealer* Playground Pentathlon has been held each summer since 1938. Teams of five youngsters work at their projects in competition with other teams on their playgrounds. Each team is scored every week. At the end of the fifth week the team with the highest score on each playground is declared winner and joins with winning teams from all over the city in an all day outing provided by the *Plain Dealer*.

The sponsoring paper provides the score sheets, posters, weekly bulletins as well as the winning trip. They make certain suggestions for running the competition. But most of the details are left to the local autonomy of the playground work-

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Playgrounds Round the Calendar

Los Angeles' playground program has been going on for forty years. Today her many playgrounds are providing year-round leadership for youngsters who are finding normal outlets for normally abundant energies, live curiosities, and youthful enthusiasm.

THE YEAR WAS 1905. The place was Los Angeles, California. The participants were assorted recreation leaders and recreation seekers. The event was an important one. Los Angeles was inaugurating a system of playgrounds under an independent municipal commission. The years between have added many cubits to the stature of that department. Today there are fifty-two playgrounds in the city. In the beginning attention was centered on those neighborhoods whose lack of the simplest luxuries, even of some of the fundamental necessities of life, caused them to be dubbed "underprivileged." But points of view change, and it has long since been recognized that any community can be underprivileged —and breed anti-social behaviour — if it lacks adequate facilities for recreation. So, in later years as Los Angeles has grown, playgrounds have been built in neighborhoods where people's incomes are well above the sub-marginal level usually associated with the word underprivileged.

Primary concern of all playgrounds in the city is to give such continuous recreation leadership to boys and girls that the youngsters will develop positive and creative attitudes toward the use of time. The recreation leaders hope to eliminate misdirected leisure from the lives of the young people of the city.

Nor is this hope a fireside dream of visionaries. Programs and methods are accomplished facts, and they have produced definite results. The program is continuous. Playgrounds are open the year round every day in the week. During the evening many recreation activities for young people are carried on in night-lighted outdoor areas and in indoor community centers.

There are more than thirty boys' clubs at the playgrounds. Sports are uppermost in the interest of club members, but hikes, handcrafts, and hobbies play a large part in their programs.

Girls, too, are provided for in clubs. There are thirty-nine "Lamp Clubs" — character-building groups — on the playgrounds. They foster better citizenship through recreation. Special camping trips and outings highlight the year's program for these clubs.

Youth camps are important features of the activities. A girls' camp is operated by the Recreation Department. Here groups of girls from the playgrounds or from other city organizations for girls may spend a week end or longer. Plans are now afoot to set up similar camping facilities for boys. There are, too, municipal mountain camps run by the Recreation Department, and to these youth groups are taken frequently.

Children and young people from the playgrounds take part in all favorite sports and games as part of the daily schedule. In addition, special sports leagues and tournaments for junior and senior high school age youngsters are arranged. A year-round sports activity program is fostered by the Recreation Department with the cooperation of other civic groups. Participation in four seasonal sports — basketball, softball, baseball, and touch football—is made available to all boys of junior and senior high school age. Young people who do not play on regular school teams can thus take part in local tournaments and district and city-wide competition at the playgrounds.

Teen-age dances have long been a regular feature at many municipal playgrounds which have suitable community buildings. Matinee dances under Parent-Teacher sponsorship for teen-age boys and girls have been carried on for many years as a popular feature of the playground schedule. In addition, a number of evening dances sponsored by youth groups and committees have been held at the playgrounds. One of the most outstandingly successful of these has been a dance held semi-monthly under the auspices of the North Hollywood Youth Dance Committee, a civic group that uses the playground facilities. The boys and girls who come to these dances are given a card of membership on which are listed rules of conduct which the young people themselves have set up and to which they hold their fellow members with great strictness. These dances, under good leadership and with excellent orchestras and entertainment, have been attracting from 300 to 600 participants on each occasion and have been so successful that the group now plans to erect its own building on the playground as a permanent

youth center. Similar evening dances for teenagers have been developed at other playgrounds in various parts of the city and are growing in popularity. Fourteen of the P. T. A. sponsored dances are now being held every week at as many different playgrounds.

Municipal playgrounds are the original youth centers. In Los Angeles they have long been used as "hangouts" for boys and girls and young people, who are attracted there not only by organized dances, entertainment, sports events, and hobby clubs; they also come in their free time to use athletic equipment, to play ping-pong, volley ball and other games, or to join in impromptu musical or other activities.

The war brought new problems and new challenges to the Recreation Department. Public housing projects and areas congested almost beyond belief by war workers were not being served by playgrounds and recreation facilities. The housing projects presented their own peculiar difficulties for the young people living there. Many families accustomed to wider living space were brought together in close proximity. Many of them had left their neighborhoods, dear through long familiarity, to come to a new and unknown community. Their racial and individual backgrounds were vastly different. Here was a new melting pot, compressed in space and time. Many of the parents were putting in long hours on war jobs. For the young people of these projects, an adequate recreation program was a *must.*

The Los Angeles City Recreation department, in cooperation with the Housing Authority of the city of Los Angeles, and aided by funds provided by the federal government, assigned recreation leaders to organize recreation programs in fourteen of the city's largest housing projects. The results were gratifying. These recreation programs have aided housing projects to establish a very high record of good conduct among their young people.

Two areas in the city became especially congested when war brought new workers in droves to the West Coast cities. Before the war these areas had had no special municipal recreation fa-

(Continued on page 53)

"Young people who do not play on regular school teams can . . . take part in local tournaments and district and city-wide competition"

Courtesy Recreation Commission, Raleigh, N. C.

Spreading the News

By LLOYD A. ROCHFORD
Publicity and Research Consultant
Recreation Commission
Long Beach, California

LONG BEACH, CALIFORNIA, is a city of wartime industrial, military, and naval activity. Much of the population is in flux and conditions of living are nearly as changeable as the population. Recreation's problem is to adapt to these changes playground activities that have been tested and proven in the doing. Plans for the 1945 playground season, therefore, follow closely upon 1944's patterns.

Emphasis in 1944 was on getting the cooperation of other community groups. Manpower shortages put a premium on volunteer personnel. Even more important was the need to stimulate a wider interest in recreation as a force for maintaining the morale of young and adult citizens. The plan was highly successful. The public library, for example, sent a bookmobile to several playgrounds. The mobile library was scheduled to tie in with story hours and drama programs. The P.T.A. helped finance the mid-day stew at Camp Seahawk. The Audio-Visual Department of the public schools provided motion picture projectors and skilled operators for showing motion pictures on the playgrounds.

Movie Trailer Publicity

In line with this aim to spread recreation's story as widely as possible, a new scheme of advertising the playground programs was worked out. Through the cooperation of the motion picture theater managers, a 100-foot trailer is being projected on twenty-one theater screens. Considerable favorable comment has come about as a result. One printer-publisher called it "the best publicity I have seen used by the Recreation Commission." This is a strong statement because his company has printed many booklets and folders for the department. No doubt this plan of publicity has been used effectively in other cities, but the details of our experiment may be of some value to those communities which have not tried the method. In essence, the trailer idea is simply a modernization of the old picture slide.

It is difficult to evaluate definite results obtained from this publicity method. We do know that our publicity material is being presented to hundreds of people, and it is highly probable that many of them might not read printed announcements very carefully.

For the benefit of those who might want to try movie trailer publicity, certain points can be stated. Concerning these points authorities seem to agree. In the first place, there is a recognized tendency of audiences to become impatient when advertising appears on the screen. There is little sustained interest for such material. People have come to see a feature picture, not to read announcements. With these facts in mind, authorities say, "Make it brief!" Don't strain the goodwill of the audience. About 100 feet is the length of trailer material recommended. This is a little over a minute's-worth, since film runs on the screen at the rate of ninety feet a minute.

Our trailers have text written for three frames. Fifteen words is the maximum for each frame. The text for each is divided into relatively short sentences so arranged that one sentence appears, then another is added until the complete statement for the frame has been seen.

We selected three photographs, with the idea of presenting the greatest possible photographic appeal in the time allowed. The sharpest prints you can obtain should be used. Or you can use original drawings in cartoon style. Whatever the pictorial method the following is the order in which the trailer unfolds:

First the picture appears on the screen. A lettered announcement, progressively added to until the complete materials for the frame is shown, is superimposed on the picture. The first picture fades out and a second appears carrying on the announcement. This gives way to a third picture and the closing statements. Because these trailers are stills, a musical theme accompanies the entire showing of the trailer.

Patriotic drives, commercial campaigns, announcements of the theater's coming attractions must compete for attention and space with playground trailers. Since the trailer is shown without charge, the Recreation Department must take its chances along with the others—must take whatever space it can and be thankful. In Long Beach we have been given an advantage. Our trailer is

(Continued on page 52)

Three to Fifty

Mt. Lebanon's Story of 1944

Mount Lebanon, Pennsylvania, (population, 1940, 19,571) is not, as cities go, a metropolis. But it has a great big idea about recreation. In 1944 there were seven playgrounds run by the Mt. Lebanon Public Schools Department of Recreation. Between June 26th and August 4th the average weekly playground attendance was about 3,400—boys, girls, and adults—and that in spite of a polio epidemic which kept many children at home.

Over 70 per cent of the department's trained personnel had gone to war in some capacity or another. The other 30 per cent went undauntedly to work planning the usual full summer program. They filled up the ranks with high school students, teachers, college girls, married women who used to be recreation workers, mothers active in community organizations. All these came together in a pre-season training institute. Enthusiasm, interest, intelligent cooperation made up for lack of experience.

On June 26th the seven playgrounds opened for a six week period, and opened with a bang. Interest ran high among the playground population. Counsellors were enthusiastic. Community organizations were interested and cooperative. The program was well planned. Each week had its special events lined up in advance. Trips to museum, zoo, planetarium; overnight hikes; pet and doll shows; nature and athletic events; dramatic and musical productions followed each other week after week.

The in-between times were packed interest full. Sports were high on the list of popular activities. Shuffleboard, badminton, baseball, mushball, volley ball, basketball, dodge bat ball, aerial dart tennis, quoitennis, hop-scotch, jump rope kept active bodies actively occupied. For the very small fry there were jacks and bean bags and circle games.

But sports were not the only interest. Activities varied somewhat on the different playgrounds. At one for instance, a model airplane club was formed. Fourteen boys built model planes and flew them in both free and tethered flights. There was, too, an over-all program whose seven parts were open to any child in the city.

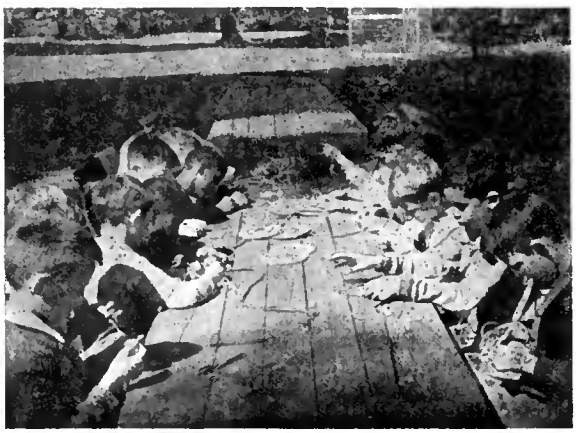
Woodshop

Boys and girls from ten to sixteen years worked in the woodshop held daily in one of the high

Three boys and a power saw

Courtesy Waterloo, Iowa, Recreation Department

schools. There were two sessions each day, one for children from ten to twelve; the other for older boys and girls. All of the youngsters worked on scrap or left-over materials. All of them used some or all of the power tools. There was no accident during the whole six weeks.



Courtesy Board of Education, Ithaca, N. Y.

Making things is fun

Dancing and Music

For practical purposes dancing and music were combined. The dancers were divided into three groups according to age. The youngest learned the principles of dance movements, simple tap routines, singing games. The in-between ages learned basic ballet routines, did some bar work, learned folk dances of Russia and Denmark. The older girls and boys divided their time between folk dancing and ballroom dancing.

Three times a week the whole group gathered to sing. They sang "pep" songs, rounds, French folk songs, songs of the fighting services. An all-girl toy orchestra gave its members an opportunity to learn rhythms and the basic figures used by orchestra conductors.

Dramatics

For work in dramatics there was, again, a division by age. The younger children in two groups—five to seven and eight to eleven — made their own skits and stunts and prepared for production two fantasies, *The Kingdom of the Rose Queen* and *God Pan Forgotten*. The third group — girls between twelve and fourteen — worked on pantomimes, monologues, and a play called *Blessings in Disguise*.

Arts and Crafts

The arts and crafts program, in spite of the well-known war shortages, went along merrily and successfully. Scrap leather and scrap metal appeared from store rooms—remnants of past summers. Lanyards and cord were metamorphosed into highly successful leashes and belts and whistle holders. The craft groups began to find out the fascination of working in plastics and glass. And they took with joy to clay modelling to which most of them were introduced for the first time. There was so much interest in this last activity that many of the boys and girls declared when the season ended they were going on with making things in clay at home, carrying over the skills they had learned in the summer.

For Little Children

A special plan was evolved for work with children from five to eight. For them the day was broken up into smaller pieces — pieces of a size with their powers of concentration and ability to stay quiet. Arts and crafts were followed for them by dancing and music. Storytelling out of doors was the prelude to a period of playing favorite singing games. Swimming topped off each morning.

Each of the six weeks had its own peculiar theme. Animals, the child's own imagination, home, toys, people of other lands, one or the other ran through and motivated all of a day's activities.

Let's cook out of doors

Courtesy Board of Education, Ithaca, N. Y.

Nature Lore

Nature lore plans included field trips ,"nose-bag" hikes, visits to museum and conservatory, an overnight camping trip, bird and flower identification classes. The younger children held an insect circus and

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This Is My Town

By HELEN C. YEAGLE
Bernardsville, New Jersey

THERE WERE in Bernardsville, New Jersey, in the summer of 1944, many children whose fathers were in service or coping with the various shifts at war plants; whose mothers were busy at the Red Cross, at the Hospital for Veterans, or the Seamen's Rest. Bernardsville children were a challenge to Bernardsville's ingenuity. These war services had to go on. But some counter-balance to parent-empty homes was an obvious necessity when closing schools put youngsters on their own resources.

A Challenge to Meet

The way to meet the challenge was not far to seek. The Recreation Committee of the local Defense Council and the local Parent-Teacher Association realized that playgrounds could provide normal and safe outlets for the children. The two groups appropriated money for the salary of a trained playground leader. The Board of Education provided the space—school playgrounds for fair weather, and indoor gymnasiums for rainy days. The Supervisor of Art in the schools was engaged as playground director.

The director was solely responsible for equipment, program, management. For assistance she had women from the P.T.A. groups who volunteered their special talents for the same sessions each week. Any volunteer who was forced to miss a session assigned to her arranged for her own substitute. From this volunteer group came leaders for sewing, storytelling, dancing, sports. The group also provided assistance for all the other activities on the playgrounds.

Theory —

In addition to her training in art, the director had specialized in music. She recognized the value of the arts as a counter-weight to the emotional strain set up by the war. Music and crafts, acting and dancing were important parts of the program from the first. As the summer heat and drought grew with summer's lengthening days, it became more and more important to use the ample shade of the school's twenty-five acres for arts and crafts instead of for active sports in the hot afternoon sun.

— And Practice

The arts and crafts program was, in general, centered about points of special interest. A collection of authentic American Indian art was lent to the group. One of the mothers told the children about Indian craft. The youngsters themselves dressed in Indian costume and acted the role of Indians; studied Indian design and copied them in clay; wove Indian designs into bags and scarves; followed Indian patterns in rhythms and songs and dances.

One of the P.T.A. volunteers had lived for many years in China. She talked to the children on several occasions about Chinese manners, the Chinese language and sign-writing. She brought her collection of Chinese costumes and interesting objects of one kind and another to the playground. With her help and the inspiration of her "exhibit" the children learned to sing in Chinese, to paint Chinese symbols. They wrote an original skit and acted it costumed in authentic Chinese clothes against a Chinese background made by a beginning artist, using fans that they had created for the occasion.

A high point of the summer was a recital by an operatic singer. She sang in native Finnish costume, self-accompanied on the accordion. She brought with her a collection of art pieces and wood carvings which she used to explain native costumes, art, and music.

An hour each morning was given over to creative writing and acting for those youngsters who were interested in these activities. The children chose their own subjects and gave a demonstration of their own interpretation of those subjects. The leader integrated each child's contribution into a script and directed the "production." Friday afternoon was the time for the presentation of original plays, skits, music, dancing.

Evaluation

The interest in the productions and the obvious enjoyment of participants and audience alike was a joyous testimonial to the success of this kind of creative work.

At the end of the season a bazaar and exhibition of arts and crafts was held in a vacant store.

(Continued on page 49)

Photo by Reynold Carlson

"I see the others far away"

"The Plea

"Don't you wish that you were

Photo by

Digitized by

Courtesy Park Department, New York City

"Up in the air so blue"

Photo by Reynold Carlson

nd of Play"

"To dig the sandy shore"

"Winds are in the air . . ."

Photo by Reynold Carls

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What About Our Returning Servicemen?

In these articles, Harry D. Edgren of USO, and Lloyd A. Rochford of the Long Beach Recreation Commission discuss the problem of the returning serviceman and his community. "What can be done through recreation," they ask, "both for disabled men in hospitals and those who return uninjured?" RECREATION *is anxious to gather as much information as possible regarding plans being made or experiments already being worked out by recreation departments and private groups. Let us know what you are doing and planning.*

Recreation—War and Postwar

By HARRY D. EDGREN, Ed.D.

THIS WAR, with its varied and unusual demands on men and women in and out of the service, has highlighted the role of recreation in the life of the American people. The Recreation and Welfare program of the Navy; the sports program of Naval aeronautics; the Special Service program of the Army; the Defense Recreation Committee of Civilian Communities; the Recreation and Physical Fitness Division of F.S.A.; the USO, and all the activities of churches and other private agencies are some of the developed recreation efforts of World War II. The potential use of this experience in the postwar world will depend largely on what professional people like you and me make of it.

War is inevitably wasteful but it is also full of lessons. It is a few of these lessons to which I would first call your attention tonight.

Through the efforts of our colleagues who are responsible for recreation in the armed forces, many men and women have had a satisfying experience in a number of recreation activities. To many it has been their first contact with such activities as music, soldier shows, and sports and games and physical training. To many the adaptation to living out of doors, first learned on bivouacs and then practised in jungles, has been a new kind of adventure and one to which the American soldier has responded.

Group life lived with a few men on isolated outposts, in Nissen huts, tank corps, or bomber groups, has to many, been their first experience with a small group of men, the members of which have meant everything to one another.

The extent to which our servicemen and women have had a contact with live entertainment is indicated in the recently released figures of Camp Shows, Inc. In the past three years they have given 177,473 performances to 99,000,000 servicemen. Through these military programs our men and women have been able to continue some of those activities learned under you, as well as to learn new ways of participating with friends in enjoyable activities that satisfy their needs.

I have watched them by the hundreds in the PX, the bar, the day rooms, and the service clubs of camps enjoying new-found friends in recreation activity. "Buddies" has come to have a new and all important connotation. This whole business of social relationship and friendship is worthy of particular note. Two illustrations will give point to this concept. In a conversation recently with a corporal who had had twenty months in the African theater of war, I asked him if men who had a difficult time making an adjustment in camp over here had as great a difficulty overseas. He said, "No!" For men whom you hated over here became your buddies over there, because *men* are all you have there. Men are your only recreation!"

Last month, while visiting some USO mobile units along the North Carolina coast, I was observing a bingo game at a Marine Air Base. In the middle of the game a plane crashed 250 feet from us. At the first inkling of the crash, all 150 men threw their bingo cards into the air and ran to the plane, which had lost its tail and right wing, and broken its propellor in coming in short of the landing strip. The pilot, unhurt, stepped out of the cockpit with a very derogatory comment on the motor. After he

Mr. Edgren, who is USO Program Coordinator, Community Conducted Operations, gave this address before the meeting of the New York State Physical Education Society held in January.

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was whisked away to the medical office for observation, I talked with about twenty-five men from 9 P. M. to 11 P.M. that evening. Without exception, not a single man gave any expression of criticism of the pilot. Their attitude could be expressed in the words of one man who said, "They ought to get rid of that old crate. It's seen its day." This is an indication of group loyalty and support of the other guy (yes, akin to love) that may be very significant. Yes, the very reason men are willing to face death.

Why Do They Come?

Some lessons learned by the USO while serving the servicemen and women when they are in town is worthy of note. Here is a civilian organization with 3,000 professional recreation workers, using 3,000,000 volunteers, and serving 30,000,000 servicemen per month. In a recent study conducted by the Army Research Division here are the reasons why they come to the USO:

(1) To meet and mingle with friends
(2) To maintain a continuing sense of belonging to the larger civilian society from which they are physically separated
(3) To pursue interests and express attitudes that get inadequate expression in the military environment
(4) To become known, accepted, and given status as individuals
(5) To ease their sense of loneliness and of "homesickness" in their transition from civilian to military life
(6) To secure new experience, release, rest, relaxation and recreation as an antidote to the strain, tension, and routine of military experience

In addition this study revealed some other facts important to us as educators:

(1) The USO program has had greater appeal to the urban boy. Sixty-six per cent of the servicemen who come to the USO come from towns of 25,000 or more. This against fifty-three per cent of this class in the service.
(2) USO programs appeal to high school graduates and college men. Seventy-two per cent of the men who come to the USO are high school graduates or college men. This against forty-two per cent of this class in service.
(3) Men who belonged to civilian organizations tend to use the USO. Two-thirds of the men who attend the USO are men who have been members of one or more organized community agencies before entering the service.

While these have been some of the experiences of servicemen, civilians, too, have been learning the meaning of friendship and the satisfaction that may come to people from social intercourse with others. The thousands working together in civilian defense, and the million volunteers in the USO, though prompted by a spirit of patriotism, are learning the reward of service to and with their fellow men.

When They Return Home

The thousands of men and women lifted out of their home towns, many to the armed forces, some to other cities will come back to our communities

They will want, on their return home, to continue the enjoyment they have experienced in doing things together

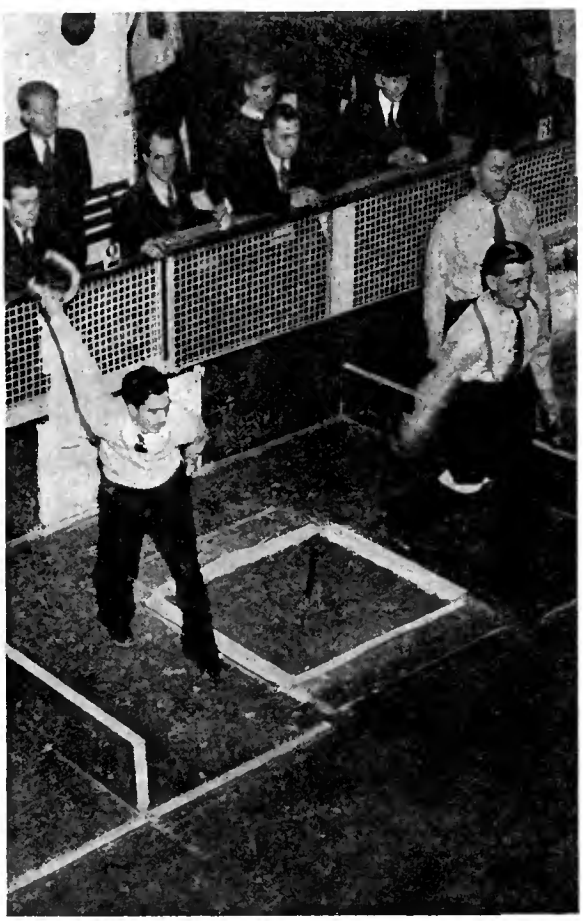

Photo by Kartluke

looking for the same town they left. It won't be the same because their family and friends will have changed, many friends won't be there, and, most important, they, too, will have changed. To many of them our pattern of living will appear very barren and sterile. The professional physical educator and recreation specialist are needed at this point in assisting these individuals in their adjustment to civilian life. The trained health, physical education and recreation worker can be one of the most vital factors in helping both civilians and returning servicemen to bridge a gap that may prevent good assimilation.

"It is of the greatest importance that the returned soldier should be assimilated into the social structure, and that he should be accepted by civilians, but no more important than that civilians should prove acceptable to the soldier. The most damaging thing that could happen to the returned soldier and to the community to which he returns would be for him to find himself not wanted and not regarded as a valuable asset to the community."—*Major-General George B. Chisholm,* Director of Medical Services for the Canadian Army, in an address before the American Psychiatric Association.

In a recent trip west I stopped in a USO club in Chicago. The director, a recreation worker, described two experiences which illustrate the role recreation can play in the transition to civilian life. One was the experience of two marines who had spent eighteen months in the Pacific. When asked if they would care to dance they replied, "No, we haven't seen an American girl for eighteen months and wouldn't know how to act. We would just like to watch." They were given front row seats near the orchestra. A little later they approached the director again and said, "Do you mind if we change our minds?" Two grand hostesses were secured and away the two went to dance. At the end of the evening these two marines sought out the director to thank her for a fine evening. They said, "If the rest of the people and cities back home are as nice as you've been tonight, then the eighteen months in the jungles have been worth while."

In the same evening a soldier with an artificial leg appeared. He was jovial and friendly, and soon found a seat in the dance hall. There he sat, listening and talking all evening. At the end of the dance when the orchestra had left he approached the director and asked her if she would mind dancing with him to the tune of the juke box. He said, "I don't know if this leg will go in the direction I want it to go." They danced and she said, "He was as good a jitterbug as ever." As he left he said, "I'm O.K. now, I know it will do and I can ask anyone to dance with me." One would not belittle the self-confidence that was restored in that soldier through the medium of the dance.

The Contribution of Recreation

As we now look at the contribution of recreation in the postwar era what are some of the implications of the war experiences for us as we work within our present framework? First—that we unapologetically offer recreation activities to all of the members of our communities for the sheer joy of fun, relaxation, exercise, and the opportunity to cut loose with an abandon in some activity in which they are completely absorbed. This is needed today as never before in the modern strain of noise and speed, the boredom and monotony of routine, and the worry and uncertainty of the complex world in which we live.

Second—that we find new ways of encouraging group experience in all of our activities. We must find more equivalents of the gang, the team, and the club. Mental hygienists tell us that individuals must have a sense of belonging to and being important in some social group if they are to have any sense of worth at all. Army Air Force psychiatrists, when asked what community agencies should do to get ready for the returned airmen said, "Develop with civilians the equivalent of bomber and tank groups of nine to ten men that have meant so much to these men. They have worked, slept, eaten, and played together. They know the meaning and importance of a small group. They will want to continue this kind of a group after the war."

You see, this gives support to what we already know about group experience as a major means of achieving personality, social character, and good citizenship. We know from reliable experiments that the right management of groups will result in these various types of outcomes to a larger extent. If we, as educators, took this seriously, it would mean that we would assume the responsibility for the reorganization of groups in size, in nature, in program, and in leadership.

Third—that we as individual citizens should now contribute our interests, our hopes, and our insight to committees of our cities, many of them now engaged in postwar planning. From a govern-

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ment bulletin an recreation, I quote the following:

"Cities busy at the moment filling wartime priorities are thinking of peacetime play and recreation. Planning, in fact, ranges from $59,000,000 for parks and playgrounds that the Chicago City Plan Commission has included in its list of postwar public works to the $5 that a Winooski, Vermont, soldier sent home to start a swimming pool fund for his home town."

There is considerable evidence that many towns are now planning to build living war memorials to their soldier and sailor dead and these memorials will be in the form of new recreation facilities. Individuals and communities are now ready as never before to consider programs of recreation for all members of the community.

I have mentioned some of the opportunities now before us within our present role as educators in public education. However, there are some tasks ahead of us in this job of enriching the life of everyone in our communities. To these everyone of us must need give his cooperative attention, his best insight, and an unlimited amount of time and energy. Briefly, here are what seem to me some of the tasks ahead of us in the field of recreation:

(1) **Plans "with" instead of "for."** We need to formulate plans for *protecting* the ex-serviceman from his many well-intentioned friends. Our job is to adjust and change communities to provide an opportunity for a worthy, constructive, and creative expression of the abilities, energies, hopes and ideals of millions of veterans; others will want to do *for* him, we will do it *with* him.

(2) **A concern for the adolescent youth war workers.** They must be prepared for disillusionment in the matter of wages as their older brothers come back home, but, more important, they can no longer be treated as adolescents because they have been adults economically, if not emotionally or socially.

(3) **Minorities.** Cultural and racial groups. Inequalities of services to these groups have been overcome during the war. We need to face this in the postwar period.

(4) **Young adults.** Who is going to capture the young married people, carried into marriage on the wave of war, in a program of recreation and education for family life? As coeducational activity is the order of the day in wartime, these adults will be unwilling to revert to the "blessedness" of single-sex activities simply because community agencies are organized that way. The formidable opponents of biology and psychology will both be allies of the young adults.

(5) **Industrial workers.** There is an upsurge of recreation among some of these groups; the new interest of organized labor, the FSA, the FPHA, the USO, symbolized the new place of industry in the social welfare group.

(6) **The 10- to 17-year-olds.** This group is likely to be the forgotten one in this war period. Other demands have prevented us from giving this group the attention it deserves. You in public school education may need to be the champions of this group.

(7) **People in small towns and rural communities.** Thousands of communities have recently had their

It will take knowledge and resourcefulness to meet the needs of the men in hospitals

Red Cross Photo

first contact with organized recreation and social welfare services. The plans for the military or war production guests have opened the eyes of communities to what can and should be done for their own people.

(8) **The need of adults.** Today, amid the strain, stress, and tension of our present-day way of living, there is greatly increased need for a community program of recreation that will permit adults, as well as our youth, to achieve relaxation and release through activities to which they can give themselves with "abandon."

(9) **Migrant people.** Whether they stay in their new-found homes or retreat backward, they will continue to constitute a heavy demand on energetic and wise planning.

A Challenge to All of Us

You men and women are in a unique position to help solve these problems in your community. For some, a partial solution will be found in schools and adult camps, in community centers in your school buildings, in sports competition or new opportunities in hobbies, and in additional social events; for others, in more adequate recreation opportunities through new facilities.

The vastness of the job of reconstruction, assimilation, movement, and adjustment of individuals in the postwar world will offer each of us the opportunity of using our best professional talents, insights, and abilities for the achievement in our community members of their highest hopes, desires and aspirations. We can decide if this will happen in our cities and towns. If we assume our rightful and expected role as leaders in recreation, using recreation activities for the sake of all people, we can feel as the Chinese poet Wang Wei felt when he was asked what he liked best in life. He said:

"I am old. Nothing interests me now. Moreover, I am not very intelligent and my ideas have never traveled further than my feet. I know only my first, to which I always come back. You ask me, what is the supreme happiness here below. It is listening to the song of a little boy as he goes down the road after having asked me the way."

"On the crest of a wave of patriotic fervor early in the war, many organizations combining much volunteer talent devoted their time to the entertainment of service personnel in cities throughout the nation. . . . Today in Long Beach much of the effort is directed toward brightening the lives of sick and injured men in Army and Navy hospitals, and this is a plea to other communities to take a new interest. Valuable as the effort undoubtedly was when it was directed toward the men in camps and soon to go overseas, this contribution to the morale of men who have sacrificed health and limbs and sight is sacred in its purpose and divine-like in its power to save from bitterness and despair."

The Khaki and Blue Caravan

By LLOYD A. ROCHFORD

"WE HAVE presented shows on the dock when large hospital ships were unloading casualties; we have entertained on the deck for servicemen already loaded onto large troop transports; we have gone aboard Navy ships just back from many months of combat and back in the States for the first time, and we have entertained in hospital wards and in private rooms for the more seriously wounded."

Thus Peggy Finley describes some of the service rendered in the past year by the Khaki and Blue Caravan, the name which a group of volunteer entertainers enrolled by the Recreation Division of the Citizens' Service Corps of Long Beach, California, is now well known over a wide area. Peggy is secretary of the Recreation Division and is an employee of the Long Beach Recreation Commission which, at the time of organization of civilian defense in this coast city, was designated to head the emergency recreation work. This purpose was made effective by the appointment of Dr. Frank Harnett, Assistant Director of Municipal Recreation, as chairman, with Duane George, Chief Play Director and Manager of the Municipal Service Men's Club for the Commission as alternate.

In addition to the unique opportunity to carry recreation programs on board Uncle Sam's warships and docks, made possible by very close cooperation with the Welfare and Special Activities Office of the Naval Operating Base in this area, the Khaki and Blue Caravan has, as far as possible, filled requests from all Army and Navy hospitals within driving distance of this city. Shows have also been given regularly at bases and camps near-by, and on regular weekly schedules at downtown centers for servicemen. As much time as possible, when it does not interfere with shows for

(Continued on page 48)

Arts and Crafts Shop for Children

By ROMA W. JUDKINS

RUTLAND, VERMONT, a community of about 17,000, provides a municipal swimming pool and playgrounds for summer recreation. Many different organizations sponsor other activities during the year.

In the summer of 1943 I visited a playground in a near-by community and saw, in successful operation, an arts and crafts shop for children. I was greatly interested in this project and conceived the idea that this might furnish a great opportunity for Rutland's seven parent-teacher associations.

The Abraham Lincoln Parent-Teacher Association, which has nearly 200 members, has always donated $50 each year to some project worthy of parent-teacher interest. When the plan for an arts and crafts shop for Rutland's children was brought before this association, it voted to use this year's $50 as a nucleus for a fund to operate a shop during the summer.

Plans were submitted to the mayor and the Board of Aldermen covering the method of operating and financing the shop, the needed personnel, and the kinds of articles to be made. The city was asked to provide a place for the shop and money to pay the personnel. The P.T.A. agreed to raise $500 for tools and materials.

Every parent-teacher association in the city was asked to cooperate in raising the funds. About twenty other organizations gave donations. A community ball and a magic show were held, and $538 was raised. The city contributed an additional $300.

The shop was in operation for eight weeks during the summer of 1944. Any child over six was welcome. Children came at any time that was convenient for them during the hours in which the shop was open. Various crafts were taught, and the children themselves selected the articles they wished to construct. The cost to each child was very little—the price of the materials plus a few cents to help finance the shop. A special fund was provided for children who could not afford to pay even this small amount. Several children paid for their projects by helping in the shop.

Articles were made of various materials—wood, felt, plastic, leather, and so on. They included doorstops, lawn figures, book ends, bookshelves, hobbyhorses, children's hall trees, shoe racks, breadboards, wood and plastic jewelry, tea tiles, felt pocketbooks, belts and suspenders, picture frames, stuffed toys, and leather work.

The attendance ranged from twenty to ninety a session, with two sessions a day. The total registration was 560. The children ranged in age from six to sixteen years. Complete records were kept of each child's attendance and of the work he had completed, including the cost to him. The total number of articles made was 1,400.

During the last week the shop was in operation, an exhibit of the children's work was held, and more than 500 articles were displayed. Many children also displayed their work at the Rutland Fair. One boy has begun to plan his own shop.

Sixty children were registered as visitors from other towns. Several of them went home so enthusiastic about the project that definite requests for information and help in starting similar shops soon came from parent-teacher groups in these towns. No day passed without the appearance of several visitors in the shop.

The children of Rutland are so enthusiastic

(Continued on page 53)

Youngsters like these learn crafts at Rutland

DRURY COLLEGE LIBRARY
Springfield, Missouri

Everything for the Boys—and the Girls!

At the Tenth Annual Recreation Conference of the Chicago Recreation Commission, the U. S. Naval Training Center at Great Lakes presented an exhibit of its recreational services for the men and women in training.

The exhibit included eight posters showing general and specific phases of the program for the four Commands at the Center, twenty-five enlarged pictures typical of the various activities offered, and a folder of concise information relative to the philosophy, facilities, program, personnel, procedures, and results. The poster and pictures told their story in a simple but effective manner and aroused a great deal of interest.

IN THE LAST three years "Great Lakes" has become a phrase to conjure with, for from the confines of the Great Lakes Naval Training Center has come a never-ending stream of boys in blue. They are stouthearted men, these lads about to journey forth to the far corners of the earth. They are young, eager, intelligent, trained in some specialty of seamanship. Their months at Great Lakes have been carefully planned. They have been full months, not easy, certainly not leisurely. But there have been hours leisure-filled with recreation planned to meet the needs and the tastes of all sorts and conditions of men—and of women, for the WAVES have their complement of ladies in blue at the Center.

Time is planned every day for each person at the station to take some part in a varied program. Understanding leadership, the finest equipment, recreation centers modern and complete in every detail are available to all—to Service School Command, WAVES, Out Going Units (men about to ship out for sea duty and battle areas), the Navy Hospital, Ship's Company, Staff Marines, Recruit Training Command.

The centers are planned on three levels. "Below Deck" are swimming pool, bowling lanes, showers, dressing rooms, conference rooms. "Main Deck" houses gymnasium, chaplain's office, canteen, photo shop, soda bar, barber shop, post office, telephone center, rehearsal rooms, gear locker, physical training and recreation office. On the "Upper Deck" are game rooms, reading rooms, lounge, library, gear locker, and writing room.

In all this you can—if you are in the Navy—take your pick of leisure-time activities. You can test your skill with shooting gallery gadgets. You can "play in the band"—or listen to the "name" bands that come periodically to entertain the Center's forces. You can make a recording of your voice or a craft article for the family. You can paint a picture or listen to the best recordings (of Bach or boogie woogie), or go to the movies or help put on a show, or read or play any of the many kinds of ball or other sporting games. Or you can bowl or box, or just loaf and indulge in that great national pastime called in Navy parlance "shooting the breeze."

In charge of this wide-range program is Lieut.

For the WAVES at the Center there are concerts, music appreciation hours, sketching, dancing, movies, and such athletic games and sports as golf, ping-pong, volley ball, bowling, swimming and horseback riding

IN THE
RECRUIT TRAINING
COMMAND
Recreation for All – Every Day!

MUSIC IN ALL FORMS • GRADUATION PARTIES
VARIETY SHOWS • TOURNAMENTS
TABLE *and* CARD GAMES • ARTS AND CRAFTS
QUIZ CONTESTS • SPECIAL HOLIDAY PROGRAMS
RELAXATION THRU PHYSICAL ACTIVITY
JUST RESTIN' AND SHOOTIN' THE BREEZE

The training of recruits for military efficiency is the principal business of Great Lakes.

U. S. NAVY

Comdr. Alden W. Thompson, USNR, with his staff of 133 workers—twenty-five of whom devote their entire time to the recreation program. It is their job to provide a well-rounded recreation program for the men and women under their charge.

For hospitalized patients at Great Lakes there is a special program with emphasis on rehabilitation.

(Continued on page 51)

This Can Be America

By STRUTHERS BURT

I REMEMBER once seeing a list of Crow Indian names up on the lovely reservation of rolling hills and waving buffalo grass in Southern Montana, and among them was a name I have never forgotten. It was "Mary Sits with the Stars."

No one knows just how the American Indians receive their names. One theory is that a child is named after something the mother has seen just before its birth, or because of something the mother has been doing. If this theory is correct, then the mother of Mary was a thoughtful woman; a woman who, as we shall see, "considered."

"Mary sits with the stars"

Print by Gedge Harmon

One can imagine her, the child big within her, sitting on starlit nights on the edge of some slope, endless miles of silver silence stretching away from her, her mind busy with plans for the life so recently created; busy, as are the minds of millions of dreaming American women now, young and old, red, white, black or yellow, whose sons are scattered to the four corners of the globe or whose sons are about to be born.

Next to our breath and the flowing of the blood in our veins, words are the closest things to us we have. And like our breath and the flowing of our blood, they are with us always. Their exact meaning is of grave and terrible importance. Between each man and woman and both the inner and the outer world is a thin transparent sheet of glass, and this glass is language. If the window is dirty or scratched through ignorance, or carelessness, or misuse, what the man and woman see, looking out, is obscure and distorted, and what light comes in is misty and uncertain. For language, the desire to communicate not only the barest needs but the deepest thoughts, with all the agony of wishing to be understood, is what, more than anything else, distinguishes the human race from other species, and is the fundamental mystery upon which can best be based belief in some sort of immortality.

No man is wiser than his words, although this does not mean that a large vocabulary necessarily implies wisdom. Many simple men speak knowingly within their limits. Many so-called educated men open their voluble lips only to speak folly.

The point is to know what you are saying, and what the words you use mean, for words are as dangerous as lightning, and as reverberating as thunder. And, like rain on a pond, words move in ever-widening circles. That is why one of the most useful and instructive things a man can do, whenever he gets the chance, is to look up derivations. What do the words he uses actually mean? Why were they first invented? What pressing human need did they first fulfill?

For each word in the beginning was an invention, and a slow and painful one at that. And each word in the beginning had its own separate shade of difference, accurate and subtle. In all language there is no such thing as a perfect synonym. Only carelessness makes us think otherwise.

And it is wonderfully exciting—this game of derivations. Far more exciting and useful than crossword puzzles or anagrams. Try it. All you need is a dictionary. Also, it is surprising and amusing. Constantly you will catch your friends using words, ponderously and portentously, but ignorantly, the real meaning of which makes what is being said absurd. But above all, if you play this game, you will achieve a respect for your dis-

(Continued on page 46)

Airports as Recreation Areas?

One of our readers, noting the article in the September issue of RECREATION on the use of airports for recreation, has asked permission to tell why he believes that airports are not suitable locations for recreation facilities intended to serve the people of the neighborhood or the community at large.

We shall be glad to give a hearing to anyone else with opinions on the subject.

THE AIRPORT, as Mr. William A. M. Burden points out in the September issue of RECREATION, is "a natural attraction and center of interest." Because airports have a wide appeal and because, like parks, they require large areas, a number of individuals, especially those concerned with the promotion of aviation, are stressing the desirability of developing recreation facilities in connection with airports.

Any suggestion that airports should be made more attractive and park-like in appearance merits wholehearted approval and support. The proposal that the airports be developed as a part of the city's recreation system, however, raises a number of questions as to the advisability of developing areas for such dual use.

The needs of three groups should be taken into account in considering airport recreation facilities. They are the air-traveling public, visitors to the airport, and the people who live in the immediate neighborhood or general vicinity. Any comprehensive plan for recreation development in connection with airports must be based on a study of the needs and the interests of these three groups.

Recreation for Air Travelers and the Visiting Public

Recreation facilities will undoubtedly be in demand at the major airports that serve as transfer points, to serve the people who must wait between planes. Just as motion picture theaters have been installed in railroad terminals, so they will probably have a place at the major airport terminals. In addition, game rooms, reading rooms, card rooms, dining facilities, and rooms for radio broadcasts are likely to prove popular. Possibly forms of mild outdoor sports that can be played in traveling clothes, that require little time and space, and that can be enjoyed by one, two, or a few players will also be provided. Among such games are shuffleboard, lawn bowling, croquet and horseshoes.

What about recreation facilities for airport visitors? Because some visitors will spend time at the airport waiting for planes, the same types of facilities that were suggested for the traveling public will also be suitable. Most airport visitors, however, are attracted primarily because of their interest in aircraft. They want to watch the planes coming in, departing, or on the ground. Airport visitors are not likely to make extensive use of recreation facilities or to participate in recreation activities that distract their attention from the major object of their visit. Any use of recreation facilities by airport visitors, therefore, will probably be incidental.

The provision of recreation facilities for the use of the traveling public and visitors to the airport is a matter primarily of concern to airport officials. Such facilities will be justified to the extent that they prove popular. It is only when planners suggest that airports are a suitable location for recreation facilities designed to serve the people of the neighborhood or larger community that a protest is in order.

What About Neighborhood Use?

Among the recreation areas listed by Mr. Burden as suitable for airports are playgrounds, football and baseball fields, tennis courts and swimming pools. He does not specify, as other advocates of recreation facilities at airports have done, that these facilities should be provided for neighborhood or community use. However, since it is difficult to believe that air travelers or airport visitors will make extensive use of them, presumably facilities of this type are intended chiefly for the use of nearby residential neighborhoods.

One of the essential principles in neighborhood and community planning is that the playground or playfield should be as near as possible to the center of the neighborhood or district it is intended to serve. The location of such recreation areas at an airport violates this principle. It automatically curtails their effectiveness because the airport is a barrier which makes access to the recreation area difficult for many persons who would otherwise be

(Continued on page 50)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ANIMAL Calendar. A pet for every month. American Humane Association, 155 Washington Avenue, Albany, N. Y. 10 cents.

Bird Census at Christmas has been going on annually for about thirty years. A careful estimate of kinds and number of birds is made by Scouts, nature clubs, university ornithologists, and amateurs. Sponsored by the National Audubon Society which publishes the results.

Carver. "George Carver: Boy Scientist of America," by Augusta Stevenson. Bobbs-Merrill Co. 198 pp. $1.50.

Eucalyptus Tree. The largest eucalyptus tree in California, planted in 1868 near the Coyote River, Santa Clara County, is nine feet in diameter.

Fish. Bolivia has completed a national fish hatchery and hopes to be able soon to stock its lakes and thus become independent of fish importation.

Florida. "That Vanishing Eden, a Naturalist's Florida," by Thomas Barbour. Little, Brown and Co. 250 pp. Illust. $3.00.

Forestry. "Forestry on Private Lands in the United States," by Clarence F. Korstian. Duke University. 234 pp. Illus. $1.50 cloth, $1.00 paper.

Honeybee. "The Honeybee, Source of the World's Most Famous Food," by Frank C. Pellett. F. C. Brooks. 16 pp. Illus. 10 cents.

Meteorology. "Cloud and Weather Atlas," by Hugh Duncan Grant. Coward-McCann. 294 pp. Illus. $7.50. The former superintendent of the Meteorological Service of the British Navy has translated "into everyday language the all-important story of clouds—their part in analysis of the elements, and in forecasting the continual changes in the drama of the weather."

Nature Photography. "Hobbies" published by the Buffalo Museum of Science announces the Seventh International Salon of Nature Photography, May 16 to June 12, 1945. The exhibit classes are: Mammals, Birds, Plant Life, Scenery, Miscellaneous, Color. The last day for receiving prints is May 13. Write the Museum for details.

Nature Recreation vs. Nature Study. The first may be anywhere. The second is more often in a formal school room. Nature recreation brings out the spirit that is within. It follows the natural law of growth. Exposing a person to nature is like exposing a photographic film to light. Exposure, development, a creative print (idea) are natural steps. They are quite different from the benevolent pouring in process of the "letter that killeth." Nature recreation is an inside-outside process. Nature study is the outer-inner idea.

"It is not a subject for debate that all of the youngsters from Hell's Kitchen, the Capone neighborhood, and the 'Grapes of Wrath' country need a touch of nature and the out of doors. All can gain much under competent guidance—guidance not to regiment but to unfold individual capacities and the truths which nature tells."—*Harry E. Curtis* in *Planning and Civic Comment.*

Plants. "Aquatic Plants of the U.S.A.," by W. C. Muenscher. Comstock. Line cuts and maps. $5.00.

Plants, Geography. "Foundations of Plant Geography," by Stanley A. Cain. Harper and Brothers. 556 pp. Illus. $5.00.

Shells. Adlai B. Wheel, Director of Boys Clubs, Syracuse Y. M. C. A., uses shells as awards for meritorius work. The boys mount the shells in shallow cardboard boxes.

Shells. "Shell Hobbyists," by Walter F. Webb. Published by the author, 202 Westminster Road, Rochester 7, N. Y. $2.50. A handbook with 1,000 illustrations of sea shells from the Pacific and 500 illustrations of U. S. marine shells. Collecting and mounting shells has been the most popular leisure-time sport of our boys in the Pacific. This 1945 book will be welcomed by those who are interested in this fascinating hobby.

"Snowshoe Country," by Florence and Francis Jacques. University of Minnesota Press. $3.00.

Universe. "The Universe Around Us," by James Jeans. Macmillan Co. 289 pp. Illus. $3.75. A scientific book for lay readers, first published some years ago. It has been rewritten to include recent advances.

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WORLD AT PLAY

Courtesy Ithaca, N. Y., Board of Education

Your Children in Wartime

"QUESTIONS and Answers Concerning Your Children in Wartime" is the title of an attractively illustrated folder printed and distributed by the Child Care, Development and Protection Committee of the Ithaca-Tompkins County War Council, with the cooperation of the Ithaca, New York, Board of Education.

The folder tells of the activities of all the various agencies concerned with the welfare of the children of Ithaca, including the Recreation Department of the Public Schools and "La Cabana," a club for teen-age youngsters established under the direction of the Ithaca Civic Youth Council with the active assistance of several community agencies.

A Substitute for Fishing

WHEN the day scheduled for the wading pool carnival in Bell Park, Chicago, turned out to be the coldest day of the summer, many of the novelty water games and races had to be changed to land maneuvers. One of the planned events, however, was held—a fishing race for children from four to six years of age. Cardboard fish made in the art craft classes were fastened to poles and lines, all of which were the same length. Instead of being in the water with their "trout," the fishermen stood on the edge of the pier and reeled in their catch. The first one to finish was awarded a prize. Another novelty race had to do with sailboats made of paper ice cream sundae dishes masted with paper napkin sails in various colors. The children blew their crafts across the pool. There was, too, a race for boats constructed in the boys' craft classes. The submarine chase appealed to the older boys and girls, and a bubble blow contest with paper cups and straws and soap powder provided much merriment.

An In-Town Camp

A FEW BLOCKS from the business district of Santa Barbara, California, at one of the city's parks there arrived last summer a team of mules and a big yellow wagon. The mules, "Jack" and "Monk," loaned to the Park and Recreation Departments by the Los Padres National Forest, remained as summer guests of the children.

Plans for Camp Conestoga, as this feature of the park's summer program was called, included overnight excursions to some spot in the surrounding area of the city. On Tuesday evenings the children cooked dinner at the camp in the barbecue pits and after dinner enjoyed a program of songs and storytelling around the campfire.

The program at Camp Conestoga, sponsored by the city's Recreation Department, was open to all children without charge.

For Seven Years

JEFFERSON CITY, Mo., has finally brought to completion a most ambitious project on which the club embarked seven years ago — a summer playground with all the latest equipment.

The Jefferson City Lions began modestly in 1937 with a little playground at Park School. Before the end of that first summer the spot became so popular that three others were opened. The next year, with funds from the WPA to help, the club opened still other grounds.

Then the Lions undertook to carry on the program alone, but after a year they began cooperation with the city's park board. Last spring these two organizations made such a success of the plan that 30,135 students attended the various centers.

RECREATION LEADERS!

Professionally qualified leaders are needed to fill positions of crucial importance

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Prepare to fill these positions through

Classes

Specializing in the use of recreation to help individuals and groups meet personal and social problems in the war and postwar periods

and

Field Instruction in Group Work in

Youth Serving Organizations
Recreation Centers
Settlements
Housing Projects
Child Guidance Centers
Hospitals, Convalescent Camps and Homes
Intercultural—Interracial Projects

• •

COLLEGE GRADUATES

apply

School of Applied Social Sciences
University of Pittsburgh
Pittsburgh 13, Pa.

Limited number of Fellowships available

Mothers Entertain Children — The Cabrillo Playground Mothers' Club of San Francisco last year gave a vacation picnic in Golden Gate Park for the children of the playground. The mothers have included among their activities an interest in junior teen-age dances, and have contributed money to help pay for records and refreshments.

Mother-Daughter; Father-Son—The Bureau of Recreation of Dayton, Ohio, is active in promoting mother-daughter and father-son programs as one of the most important special events of the summer playground. Usually the parents and children engage in friendly rivalry in such games as volley ball, horseshoes and softball, and there are picnic lunches, stunts, and songs.

He Worked for Playgrounds!—The man behind the week-end announcement of three new playgrounds for northeast Washington, D. C., has been revealed as a ten-year-old major of an area-wide organization, the Victory Eagles.

Joe conducted a summer drive for the playgrounds which took him from Vice-President Wallace to the District Commissioners, and involved an appearance before the House District Committee. The campaign began when school closed in June and ended when Major General U. S. Grant III of the National Capital Park and Planning Commission wrote Joe that funds had been allotted for three playgrounds, one within walking distance of Joe's home.

Pan-American Day—In 1945 Pan-American Day takes on added significance coming as it does between the conferences at Mexico City and San Francisco. The Governing Board of the Pan American Union has set aside April 14th as the day for special consideration of the theme: "The Peoples of America, Independent, Interdependent, Neighbors in a World of Neighbors." Material may be secured from the Pan American Union, Washington, D. C.

No National Folk Festival in 1945 — The Evening Bulletin Folk Festival Association of Philadelphia announces with regret that because of the request of the Office of Defense Transportation for further limitation of travel the National Folk Festival will not be held in May as planned.

Community groups interested in local festivals, which it is hoped will be promoted this year on an extensive scale, will welcome the announcement that the *Folk Festival Handbook* is now ready for distribution. This is a very practical and attractive manual which recreation workers will find exceedingly helpful. (See review on page 56.) The *Handbook* may be secured from the Evening Bulletin Folk Festival Association, Bulletin Building, Philadelphia 7, Pennsylvania. Price 50 cents.

Their "Bit" is a Large Contribution—Servicemen in hospitals and on trains en route to hospitals in October found on their trays a Halloween pumpkin favor, the eyes, nose, and tongue of which could be manipulated by a handle backed by a stick of gum. Young people of the Junior Red Cross, teen-age centers, playgrounds, schools of San Francisco had spent many hours making 1,000 favors. Other gifts were ready for Thanksgiving and Christmas. Other children in the city have stuffed animals to go overseas and for children of servicemen, knitted afghans, made Christmas tree decorations, crossword puzzles with art designs, joke books, and note pads for servicemen.

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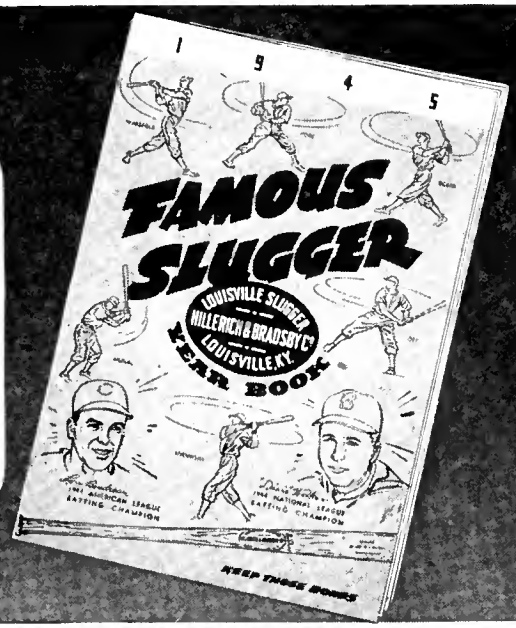
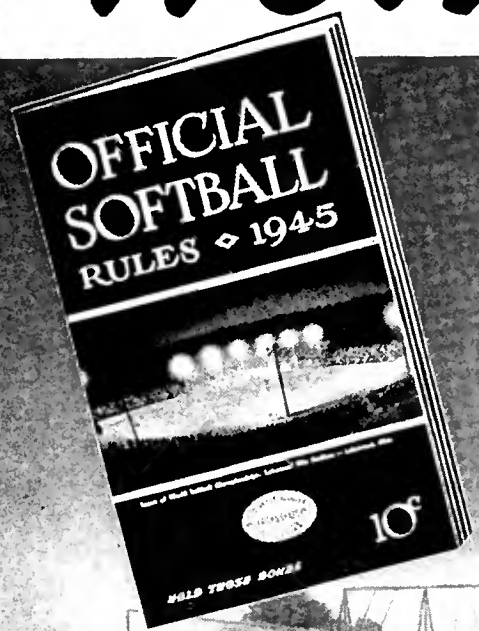
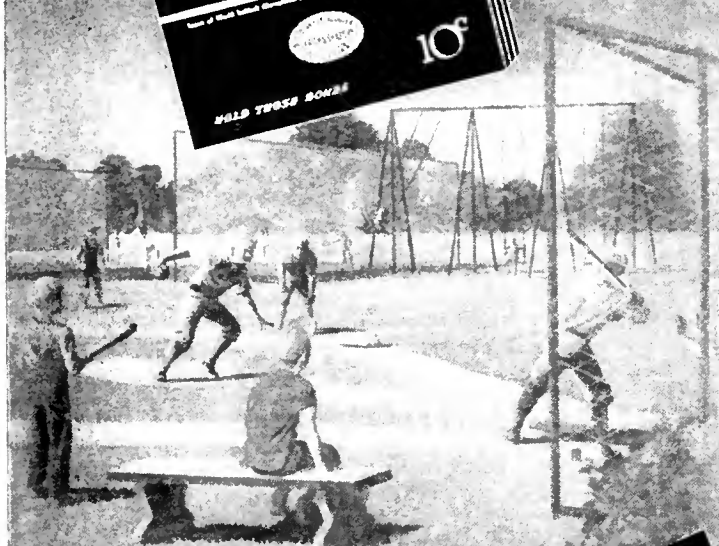
Ready NOW!





for the 1945 Baseball & Softball Season

H & B's two famous annuals are off the press and waiting for delivery to you. A free supply of Famous Slugger Yearbooks are yours for the asking, and enough Official Softball Rule Books for distribution to your teams. Write us about your needs.



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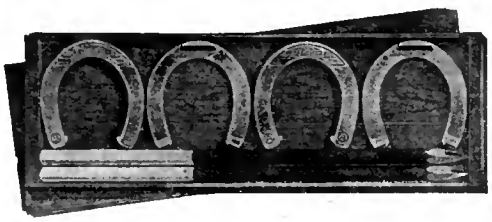


They'll Want Diamond Shoes!

FELLOWS who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

Diamond Pitching Horseshoe Outfits
Diamond Super Ringer Shoes
Diamond Eagle Ringer Shoes
Diamond Standard Official Shoes
Diamond Double Ringer Shoes
Diamond Junior Pitching Shoes
Diamond Stakes and
Official Horseshoe Courts

DIAMOND CALK HORSESHOE CO.
4610 Grand Ave., Duluth, Minn.

1944 Report—During 1944 New York's parks, playgrounds, and beaches were not idle. A hundred sixteen million visitors taxed the war-reduced personnel of 491 year-round recreation centers. Sports and contests, dancing, swimming, handcrafts, drama, music programs have helped many people spend their hours of leisure with pleasure and profit.

Recreation Goes to College

(Continued from page 14)

Girl Scouts, held just outside the Tufts varsity football field and on the "Old Campus." Did the Girl Scouts need benches? Mr. Friis unearthed old classroom benches. Dining tables? No, he didn't have any. But old banquet tables, with a coat of paint would do very nicely. Lockers? Mr. Friis had a number of booths used during the football season by ticket sellers, which could be converted into suitable storage closets.

Up on the Old Campus a flat grassy surface which once served as a baseball diamond, the second part of the program was carried out. Here an average of from 250 to 300 youngsters, under twelve, participated in varied playground activities. They played within the shadows of Braker Hall, a dormitory housing a substantial number of Tufts' 1,000 Navy V-12 trainees. The facilities for this program — swings, sandboxes, a bubbler and a sprinkler—were provided by the City of Somerville.

"This section," Mr. Friis recounted, "was our big worry. We knew that the Girl Scouts would be going about their program in typical, Girl Scout manner. But 250 youngsters on a hot summer day—and within a stone's throw of dormitories where our future Navy officers were boning away on their books—well, we honestly had our fingers crossed. But it worked out fine. Somerville's supervisors did a fine job. There wasn't a single complaint, either from the boys or the faculty, about the kids' behavior."

You needn't wonder if Tufts would extend to its little neighbors the college facilities and play areas again this summer. It already has, thanks to Mr. Friis, whose minions, under his direction, recently roped off a special section around the sloping campus to enable neighborhood youngsters to coast in safety. He has even extended invitations to some of them to use the newly made outdoor skating rink.

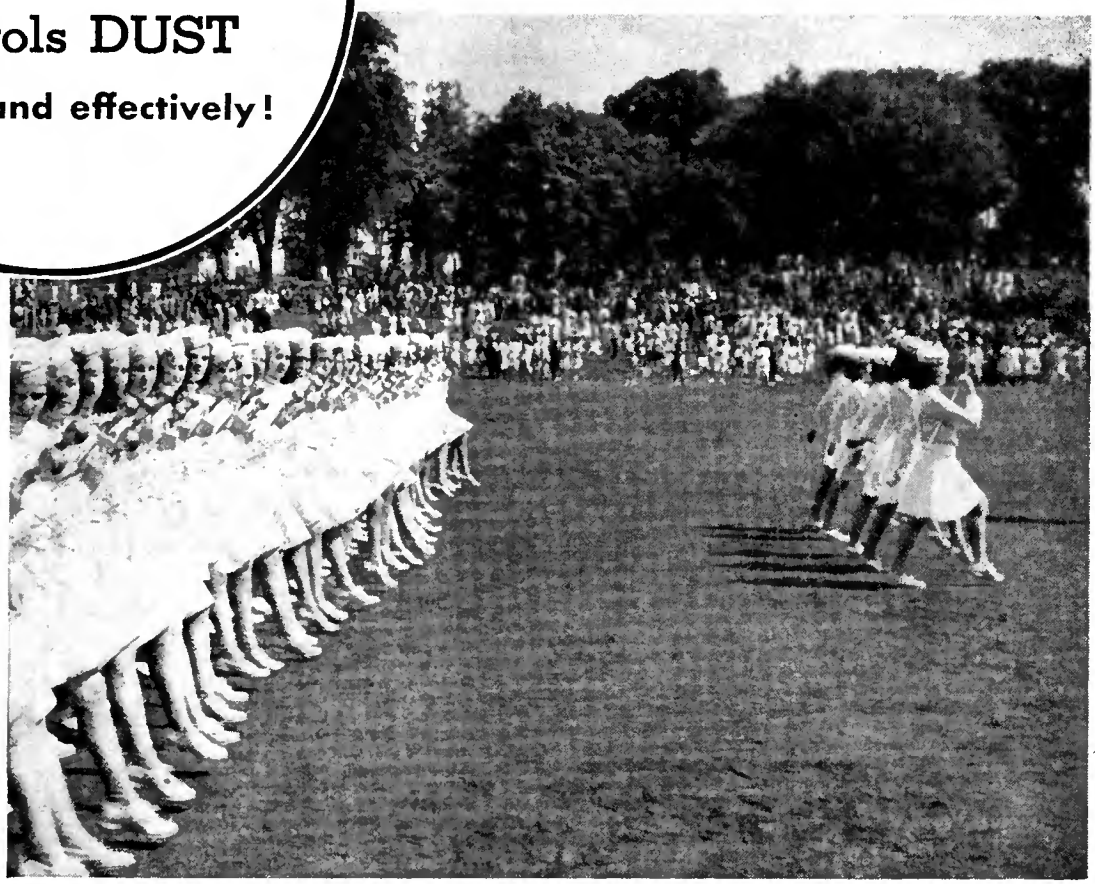
What does the Tufts-Somerville experience prove? Simply this—that everywhere throughout the land there are colleges and universities and private schools that have fine playing fields—fields that would make ideal recreation centers for children in the neighborhood. It proves, too, that communities can reap the benefits of these expensively groomed college areas if they would ask for permission to use them and if they are ready to assume their share of responsibility.

Colleges are, in the long run, communal institutions. The degree to which they become community institutions rests not alone with the college or university officials but with the community itself. Rest assured that the colleges will meet you more than half way. If they should, perchance, turn you down, don't bear any ill will. Their refusal to grant you playing space would in most cases be well founded. But don't give up trying. The results are worth the effort. Few city playgrounds are better kept than America's campuses.

GULF SANI-SOIL-SET

Controls DUST

Quickly and effectively!



Exhibition drill at South Common, Lowell, Mass. Dust controlled effectively with Gulf Sani-Soil-Set. Note the clean, white appearance of uniforms and shoes.

Why Gulf Sani-Soil-Set is the practical answer to your dust annoyance problems:

Highly Effective—Gulf Sani-Soil-Set eliminates dust annoyance completely immediately after application. No long waiting periods are necessary before the ground is ready for use. The dust allaying effect is accomplished by the action of the compound in adhering to and weighing down dust particles. In addition, Gulf Sani-Soil-Set possesses valuable germicidal properties.

Long Lasting—Because of its extremely low volatility and insolubility in water, Gulf Sani-Soil-Set remains effective for long periods. One application per season or year is usually sufficient.

Easily Applied—Gulf Sani-Soil-Set is free-flowing, easy and pleasant to use. It can be applied by hand-sprinkling can or by sprinkling truck, and spreads quickly and uniformly.

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Charles H. English

THE MANY FRIENDS of Charles H. English will wish him well as he retires on May 1, 1945, from his position of Executive Secretary of the Philadelphia Playground and Recreation Association—a position he has held for the last eighteen years. He writes that this period has been the happiest of his professional career because of the cooperation he has received.

"Almost all recreation executives preach recreation, direct recreation programs, and manage to get *little* recreation for themselves. Now before it is too late to enjoy a dream of many years, I am switching programs, tools, locale—a shift from recreation leader to pomologist," is the word he gives us.

He is retiring to his farm, developed in Ohio as a hobby. Increasingly he has been longing for the time when he could establish his home there, with all the challenges and the interests of a new adventure.

For thirty-five years Charles H. English has been one of the active leaders in the recreation field. Many knew him back in the days when he was in charge of a field house in the Chicago South Park Recreation System. During the First World War he was one of the national leaders who gave his full strength to the War Camp Community Service program. Later he was in charge of the recreation program of the public school system of Chicago.

For many years Mr. English gave courses in the National Recreation School, and there was very general appreciation of the concrete way in which he shared his experiences in the recreation movement with all the students. Always he has emphasized the warmly human side of life.

This Can Be America

(Continued from page 38)

tant ancestors, for the men who invented most of our words, and for the human race to which they belonged. You will perceive in the human race a constant, not to be defeated, longing for and belief in the good and wise and far-visioned, and an equally strong contempt for the small and selfish and self-seeking. To express this belief and this contempt, our ancestors invented strong and wise and beautiful words.

And this brings us back to Mary Sits with the Stars.

We all of us know—his name is legion—the man who calls himself "a realist," and who thinks that "realism" consists in believing the worst, in deprecating imagination, in obstructing progress, and in concentrating upon his own interests and the immediate future. He is a "practical" man; he tells you so. Such men know neither their derivations nor their history, and this can be proved by a small trick, by the use of two of the commonest of English words.

Ask any such man if, granting all his premises, nonetheless he will not admit that the realistic man, the practical man, must be one who "considers," who figures things out. The only possible answer is yes. Then ask this "realist" if he knows what the word "consider" actually means. He'll be astonished. For "consider" comes from two Latin words, *con* and *sidera,* and means "with the stars"; and the wise men who invented the word meant to describe that ultimate wisdom which arises only from occasionally sitting by yourself, and considering the universe, and birth, and death, and the glory and the pity of yourself and of all men, your brothers, everywhere.

"Hitch your wagon to a star," said America's wisest philosopher; and he might have added, "Make your thinking universal," for strange things

happen to you if, occasionally, "you sit with the stars," if you make a habit of "considering." Each time you do so, if only ever so little, intolerance drops away from you, and some degree of smallness; and a slice of selfishness, and of the cruelty of self-advantage.

And the other common word not generally understood is "desire," which also has to do with the stars, although the prefix, "de," is different, and so means "from the stars "and not "with them." Here, then, is a logical sequence, for all action must begin with a desire, and all action, at least according to the men who invented words, must be considered. From the stars, with the stars, is hence the course of wisdom and the method of thought.

A porch, a rocking chair and "considering" have had much to do with the wise and tolerant and humorous and kind American philosophy that has made us what we are today. And as the world and this country become more crowded and breathless, only the fool will forget the stars.

AND THAT CAN BE AMERICA.

—Reprinted from *The Ladies' Home Journal*, February, 1945.

Three to Fifty

(Continued from page 26)

a bird's nest exhibition. Scouts, especially, took advantage of the nature lore program to win their nature lore bodges.

Play Day

As a summing up and as a living report to the community, the season closed with a play day. The children demonstrated some of the skills they had learned to parents and friends. Highlight of play day was the dance-music-dramatic program when the youngsters reaped the fruits of their summer "labors" in the approbation of the audience.

No, there was nothing small about Mt. Lebanon's 1944 playground program. The enthusiasm and the hard work of that staff culled from here and there brought joy and satisfaction to the community's people of all ages. For not only did parents and adult friends participate as spectators at play day, many of them were frequently at the playgrounds, taking part with their children in the innumerable activities available to them, learning to play as their children were learning—creatively and joyously. The upper and lower age limits of the program—by actual computation—were three and fifty.

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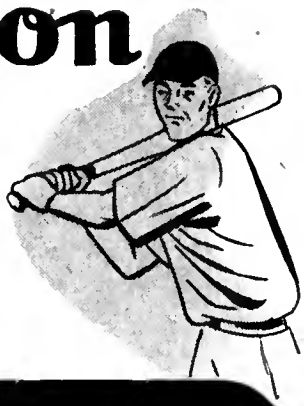

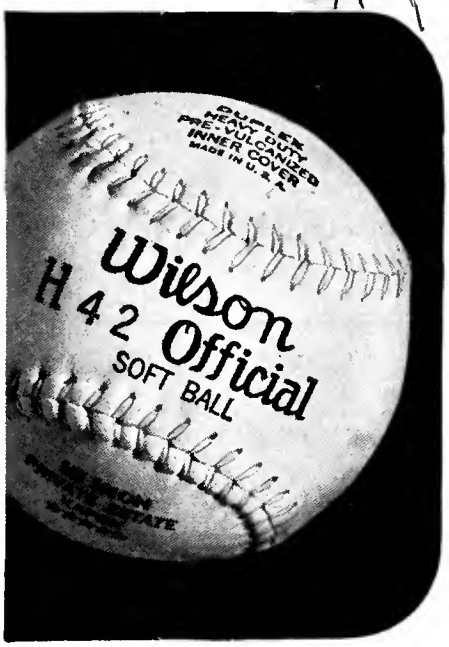

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The enrollment fee of $35 will bring you the specially written text, an opportunity to apply the text material to your own recreation problems, comments of an authority in the field on each lesson assignment, and a certificate upon satisfactory completion of the work.

One enrollee recently wrote, *"Truthfully I cannot remember any effort on my part which has paid off in dividends so quickly."*

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1313 East 60th Street, Chicago 37, Illinois

The Khaki and Blue Caravan

(Continued from page 34)

servicemen, has been given to War Bond programs and other patriotic enterprises.

Many new entertainers have registered with the Caravan in the past months, and the standards of entertainment remain at a high level. All who register are auditioned and must meet certain standards before they are accepted for actual appearance with a regular entertainment unit. During 1944, there were 305 entertainment programs arranged and presented. More than 3,500 individual entertainers volunteered to make these shows possible. Many of these people are residents of Long Beach and others are from near-by cities.

Several factors have appeared to bring about some change in the nature of the activities carried on by this recreation group. Where in the beginning there were numerous Army troop camps and concentrations in this area, these have largely been withdrawn, with a consequent decrease in demands for "on camp" entertainment at such military reservations. At the same time—and this is not a military secret—all Army and Navy hospitals in Southern California have become more and more crowded with the constant return of wounded servicemen from overseas. In the face of this fact there is a decrease in the effort being put into the field of recreation for servicemen in many cities in this section. Many volunteer units which were active in the early part of the war have now disbanded, and many cities now have no source of volunteer entertainment and are unable to assist the hospitals and camps in their own areas. In the situation there has been a constantly greater turning to the Long Beach entertainment center for assistance. Requests for hospital entertainment throughout this area have increased many times in the past six months and will probably become steadily heavier.

During the Christmas season just passed, the Recreation Division again served as the coordinating agency for Christmas efforts in behalf of service people in the area. Trees, decorations, individual gifts for the hospitalized, free gift wrapping, gift shopping services, social recreation activities where junior hostess groups were involved, and special social recreation activities for all branches of the service were cleared through this center, in close cooperation with the American Red Cross field directors. The Recreation Division also assists in securing supplies of magazines, books, games, phonographs, phonograph records, musical instruments, candy, nuts, cigarettes, and other items for Navy ships leaving port. These supplies are secured from member agencies of the Division and from individuals who contribute to this cause. At the request of the United Seamen's Service, entertainments have been presented for the Merchant Marine men at their club in San Pedro.

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Kenneth S. Clark

ON JANUARY 22, 1945, Kenneth S. Clark died at Princeton, N. J., after a long illness. He was well known to recreation leaders throughout the country because of his attendance at Recreation Congress gatherings and because of what he had done as a member of the staff of the National Recreation Association and later as a leader in connection with the National Bureau for the Advancement of Music, which is now a part of the Association.

Not only was Kenneth S. Clark completely devoted to the community music field and ready to give all that he had to it, but he had a very special quality of enthusiasm and cheerfulness which made him a very welcome addition to any group.

This Is My Town

(Continued from page 27)

Examples of pottery, weaving, textile painting, leather work, outdoor sketching, the war in child art, were shown to an interested public. Through all the summer healthy bodies and busy hands made a contented group of Bernardsville children on their playgrounds.

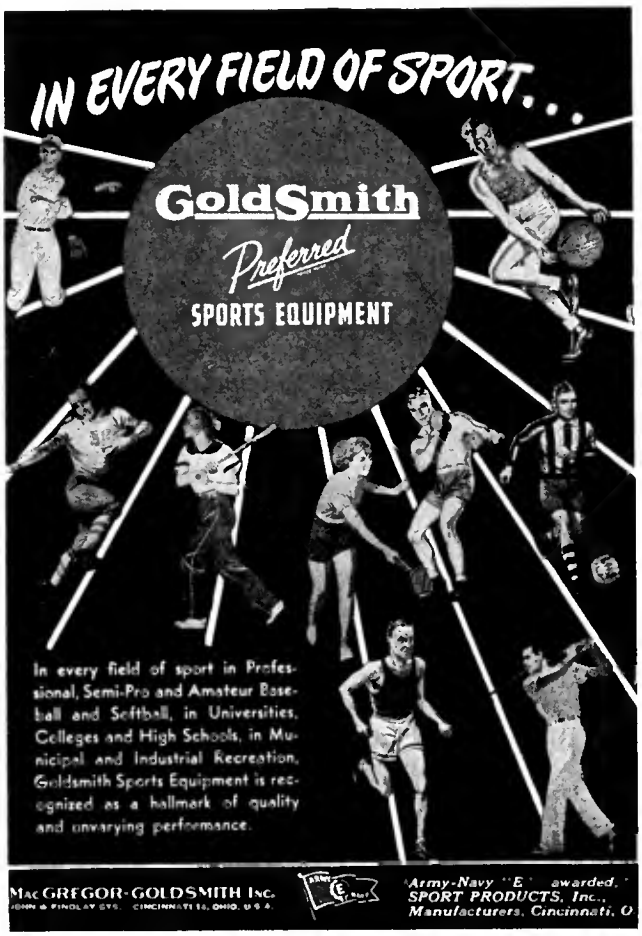
Great emphasis is placed on the art and skill to be taught our veterans to help relieve their tension from war experiences. This same type of work is needed for our children especially now that the effect of war has touched their homes, the vital core of their existence. Any creative or cultural values we can add to the lives of our youth will give them a bigger faith in American civilization. Let's keep our children recreationally literate!

Art Groups on City Playgrounds

(Continued from page 8)

Instead, if she is in doubt, she merely says, "Tell me about your picture."

The playground art groups lasted only four weeks because of a polio epidemic which forced us to discontinue all groups for children under fourteen years old. However, in that short time we gained a great deal of experience in planning and conducting the groups which will enable us to make them even more successful next year. We also proved, I hope, to the citizens of Louisville, that art is a necessary and invaluable part of any recreation program.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Playground Miscellany

(Continued from page 21)

ers. The leaders and directors select the projects to be accomplished and keep the score sheets. They are responsible for forming teams. They decide how much weight in the final scoring should be given for playground citizenship — attendance, safety, general cooperativeness. Leaders, too, may decide that a project which could not be successfully completed in a single week may be continued into the second or third week in the place of a new undertaking.

Among the projects suggested for 1944 were such diversified interests as trapeze work and safety, learning to swim and basket making, sand carving and handball, scrapbooks, and bike trips.

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Airports as Recreation Areas?

(Continued from page 39)

served by them. Furthermore, the airport is commonly built on a site at some distance from residential neighborhoods. For these reasons it is not a suitable location for recreation areas of the playground or playfield type.

Much has been written on the popularity of the Airport Playfield at Cincinnati, Ohio, where some two hundred acres of the municipal airport site were leased to the Municipal Recreation Commission and developed as a sports center for the entire city. In this instance, however, the site was selected for the playfield by the Public Recreation Commission because the land was city-owned and therefore available. The airport and playfield are under separate management and there is no special relationship between users of the two areas. The playfield is the result of opportunistic action on the part of the recreation authorities rather than of deliberate conviction that the airport and playfield should be developed on a single site.

Safety Considerations

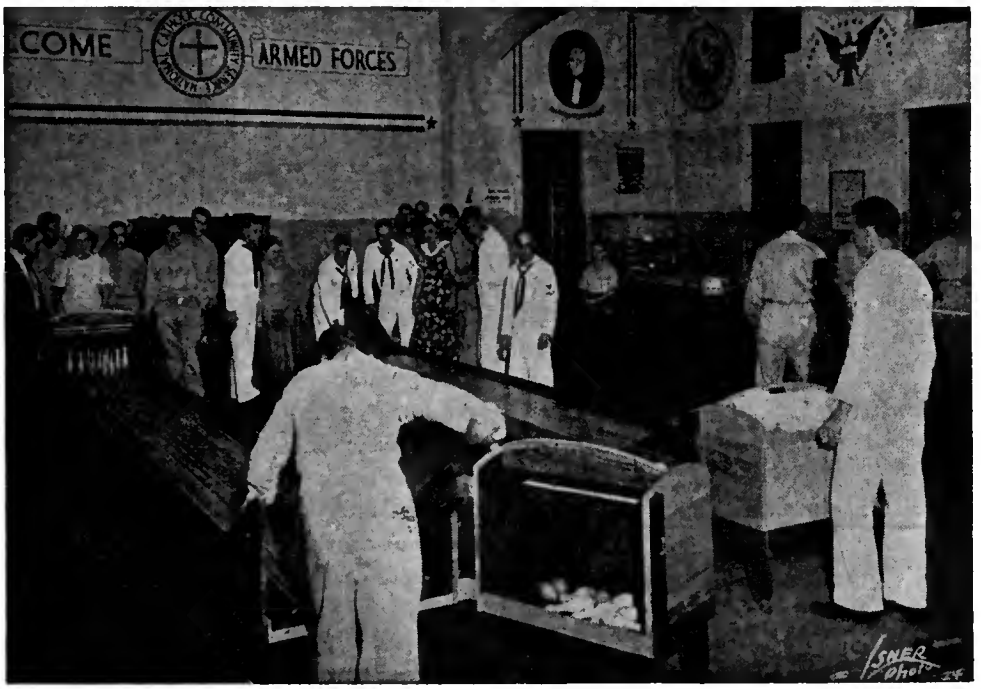
Apart from the question of sound planning, one might ask whether it is wise, from the standpoint of safety, to encourage the gathering of large numbers of people in airport swimming pools or in bleachers at baseball and football fields. Many parents would hesitate to permit their children to play day after day on airport playgrounds. The question of safety is bound to be raised at airports designed for non-scheduled private flying, which are likely to be much more numerous than the large terminals and to be located near built-up areas where neighborhood facilities are needed. What assurance has the public that the experience with the reckless and intoxicated automobile driver will not be repeated in the air?

Mr. Burden's suggestion that recreation areas where relative quiet is desirable will be spaced in sectors of the marginal areas between the runway approaches requires some explanation. Can a location between the runway approaches at an airport be conducive to activities where quiet is desirable? Sound planning of landscape parks designed for relaxation and quiet would seem to require a location far removed from the airport.

Some Possibilities

In fairness to those who suggest the recreation-airport combination, it must be said that there are recreation uses that might lend themselves to such a location. A municipal golf course, for example, which requires a large space that must generally be sought at a distance from built-up centers and that serves relatively small numbers of people widely scattered over the course, might well be developed adjoining an airport. A large landscape park providing paths for hiking, bicycling and horseback riding, and scattered picnic facilities, might be similarly located. The same might be said of a community forest affording recreational opportunities in the form of nature study, hiking and picnicking in restricted locations. In all such cases, however, the space required for recreation is so great that actually it would adjoin the airport rather than be incorporated in the airport site. Even so, such a location for a golf course, a recreation park or forest is justified only if it is the best available site.

In all phases of city planning the utmost cooperation between departments and services is desirable—in fact essential. Wherever possible, economies should be affected by planning for the multiple use of space and facilities. A test of every plan, however, is whether it will yield the maximum returns in economical and efficient service. Persons and organizations interested in recreation need to study carefully plans involving the development at public expense of recreation areas and facilities. This is particularly important in the case of plans promoted by agencies not primarily concerned with recreation but which realize that recreation may be used as a means of advancing their own purposes. Such plans merit public support only insofar as they will provide recreation areas and facilities that are satisfactory in location and design, that will not make it more difficult to secure more needed facilities, and that will render effective recreation service.



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(Continued from page 37)

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The participation figures in the recreation program at the Center are large. Last year's figures tell their own story.

In Recreation Buildings	*Participants*
Lounge room	1,752,384
Table games	1,067,916
Variety shows attendance	847,116
Physical activities in the gym	1,148,928
Musical "jam" sessions	646,208
At varsity football, basketball, baseball games, swimming meets, and track meets	581,001
At concerts, boxing, wrestling, musical entertainments	726,800
In libraries	288,000
In recreational athletics	2,014,080
Boxing shows—participants and spectators	601,200
Bowling, league and individual	114,800

Contest

REYNAL AND HITCHCOCK has established a new department—a children's book section. Its director is Helen Hoke who announces as her first

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major project a "Youth Today" contest. For the most sensitive, realistic book about some aspect of American life and youth problems, either fiction or non-fiction, Reynal and Hitchcock will make an outright award of $2,000 and will add to it an additional $1,500 as an advance against normal royalty rates. Story and interest to young readers will be the first consideration of the judges in making the award. The underlying theme, an important though secondary consideration, must be vital and concerned with plausible situations. The book may be designed for any group of ages between eight and eighteen. The contest will close February 1, 1946 and is open to all authors whether previously published or not.

The purpose of the contest is to stimulate the writing of books which will add to the understanding and wisdom with which young people look at the age in which we live.

For further details about the contest rules and entry blank, write to "Youth Today" Contest, Reynal and Hitchcock, Inc., 386 Fourth Avenue, New York 16, N. Y.

Spreading the News

(Continued from page 24)

run in connection with the news reel—the best possible program spot for our purpose.

The Recreation Department paid the cost of making the trailer. This came to $60. The work was done by a professional studio, and eleven identical copies were provided. In this way each theater can show the film for several days and all theaters will receive it while the season is yet young.

Looking Forward

For 1945 a plan is in the making for a new angle on publicity. The hope is that the Junior Chamber of Commerce will operate a circus calliope to spread the news. A poster contest with school art classes competing is another publicity plan contemplated.

Family recreation will be to the fore again in 1945. A large part of the summer for teen-age youth will be built around the canteen clubs now being operated. A notable change will be made in connection with the playground music program. In former years several bands and orchestras have been organized. This year rhythm bands will be stressed because a younger group of participants is expected as a result of industrial and commercial employment of boys and girls well down into the junior high school brackets.

Vacation-at-Home Program

DURING THE PAST three years of war the U. S. Office of Defense Transportation has consistently stressed the vital need of conserving the transportation facilities of the nation. The need now for more rigid conservation by the civilian public is so urgent that ODT is re-emphasizing the facts about wartime travel, particularly as they relate to the summer vacation months of 1945.

A release from the ODT cities the urgency of war needs, such as the growth in military travel and manpower shortage, as evidenced by the fact that more than 300,000 railroad workers and additional numbers from bus-line operations have entered the armed services. New workers are not only hard to obtain but are, for the most part, unskilled and must be trained before they can handle jobs ordinarily performed by men with years of experience. "The added burden of heavy 1945 vacation travel could conceivably prove to be 'the straw that broke the camel's back.' There is no extra or special railroad or bus equipment to take care of vacation travel this summer, and none will be provided."

Under these circumstances the planning by local recreation departments and private groups of programs which will be as adequate and far-reaching as possible assumes great importance.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Crippled Child, February 1945
This Is Not "Kid Stuff," Ruth Royce

Parents' Magazine, March 1945
We Are Practicing Parents, Celina Wilson

California Parent-Teacher, February 1945
What's Wrong with the Rural School? Helen Heifernan and Charles W. Bursch

The American City, February 1945
Subdivision Control Through "Preferred Risk Communities," Sidney Schulman
Fewer Streets, More Play Space, Edward A. Eichstedt
What Type Memorial? Anne Holliday Webb

The Minnesota Sportsmen's Digest, January-February 1945
Providing for Outdoor Enjoyment, Reynold E. Carlson

The Camping Magazine, February 1945
Group Psychotherapy Related to Group Trauma, Helen Ross
So Went the Summer, Mary L. Northway
Nature Study Takes to the Woods, A. Cooper Ballentine
How to Preserve Food in Pioneer Units
To Be or Not to Be — A Profession of Camping, Harleigh B. Trecker

Public Management, February 1945
Planning Municipal Fiscal Policies, Carl H. Chatters
Inquiries on Administrative Problems

Education for Victory, March 3, 1945
Physical Performance Levels for High-School Girls

Junior League Magazine, March 1945
The Second "R"

Safety Education, March 1945
Child Accident Record for 1944, data prepared by National Safety Council
Analyzing Athletics Accidents, Ralph H. Johnson

Scholastic Coach, February 1945
A Safety Course in Baseball, Dave Tobey
Make Your Equipment Last, Cpl. John Kraft
Sports on Midway

Teacher's Digest, February 1945
Great Britain Emphasized the Extra-Curricular, C. C. Harvey and H. C. Dent
Replacing—Children's War Games, Carl A. Troester, Jr.

The National Elementary Principal, February 1945
Effective Home and School Cooperation for Health and Physical Fitness, Ben W. Miller

PAMPHLETS

Kids in Trouble
Council of Social Agencies, Buffalo, New York

Long Range Recreation Plan
Board of Park Commissioners, City Hall, Fort Wayne, Indiana. $1.00

Short Cuts
Tacoma Housing Authority, Tacoma, Washington

Living War Memorials
National Americanism Committee, The American Legion, Indianapolis 6, Indiana

Social Hour Program of the High School of Religion and Program Helps for Social Hours
Catholic Youth Organization, Diocese of Brooklyn, 4 Court Square, Brooklyn

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Arts and Crafts Shop for Children

(Continued from page 35)

about this new project we hope to operate it as a year-round project in the not-too-distant future. —Reprinted from *National Parent-Teacher,* January 1945.

NOTE: The captions for the pictures on pages 28 and 29 are all taken from Robert Louis Stevenson's *A Child's Garden of Verses.*

Playgrounds Round the Calendar

(Continued from page 23)

cilities. Now they are receiving special services.

"Little Tokio" had become a residential area for Negro war-working families. For this neighborhood a temporary playground was set up. It became the center for children's activities and for youth programs—a service joyfully received by all concerned. The benefits to children and young people are strikingly proved by better conduct and fewer accidents.

The second area — overcrowded by people of many races with conflicting *mores* and ingrained prejudices—had been a long worry to police and juvenile authorities. To it the Recreation Department assigned a "director-at-large." He brought together the many rival youth gangs; made peace between them; encouraged them to take part together in sports events and teen-age dances. So successful was he that during the harvest season erstwhile warring groups of young people transported themselves in a truck of their own purchasing to help get in the crops from the fields and orchards of the San Fernando Valley. Delinquency took a noticeable tumble. The young people of their own free will and accord adopted a code of good behaviour They abolished zoot suits, agreed to stop drinking, to ban smoking at dances, to abide by all the regulations of the Recreation Department and the city.

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In addition to the teen-age programs conducted in cooperation with the Parent-Teacher Association, and the special projects at housing developments, the City Recreation Department has worked closely with other youth agencies.

The Boy and Girl Scouts, Y.M.C.A., the Catholic Youth Organization, church groups and others have worked in a close cooperative relationship with municipal playgrounds and municipal playground directors. These groups have used the city's facilities extensively for sports, entertainments, camping, meetings, and other activities, and in many cases neighborhood and district youth activity events have been arranged in which many different youth agencies together with the playgrounds have taken part.

The University of Southern California, the University of California at Los Angeles, and City College have cooperated extensively with the municipal playgrounds, and have aided by providing student assistants to regular playground directors.

Parents and other volunteers who have shown an interest in the work on the playgrounds have in many cases offered their services to assist the regular recreation directors in organizing and carrying out neighborhood programs for young people. In large scale community events, such as delinquency prevention, Halloween programs, observance of patriotic occasions and holidays, summer festivals and the like, the many district organizations, including coordinating councils, men's service clubs, women's groups, churches, and P.T.As. have all lent a hand.

"Hey, Teach! What's That?"

(Continued from page 17)

puppy. Many boys and girls learned from her that goats do not eat tin cans! One boy, when asked to clean up after lunch, was seen trying to feed the papers and cans to Buttermilk! To his disgust she would not cooperate! Another youngster, pointing to a chicken, asked the favorite question, "Hey, Teach, what's that?" It was actually the first time she had seen a chicken "on the hoof."

A Winter Program, Too

Up to the present time, over 6,000 camper days have been registered by the three programs outlined. The winter program now in effect will increase this total. This will be operated at the Airport Playhouse where a small room has been fitted out as a nature room. In addition to the aquaria, other related exhibits are on display. The building also offers some craft opportunities as well as room for games. Archery was a feature of last winter's program and probably will arouse much interest again. Whenever the weather is good out-of-door trips will be included in the program.

One feature of the program of last year will be continued this year. Each group that so desired took back to its classroom a Tom Thumb aquarium made of glass jugs, gallon size. The group provided a jug, the top of which was cut off. For 25 cents they were equipped with plants, fish, snails, and sand, and the children were shown how to make a balanced aquarium. A similar arrangement is being worked out with terraria this year. Plants are being raised on the little sash greenhouse which adjoins the Playhouse. Materials for other novelties will be made available. Carrot ferns, dish gardens, and bulbs will be grown.

Another phase of the winter program is the club program. Several types of nature clubs are being formed at the community centers. These clubs are of interest to the young folks; camping clubs appeal to the older boys and girls. The groups get out of doors as much as possible, but when this is impossible they devote their time to making camping equipment such as tin can cooking kits, packs, tents, and gadgets. Farm clubs will soon be getting underway to be ready for the growing season.

For the adults a campfire series is being sponsored. These are held on Friday evenings around the fireplace in the Lodge at the Walnut Hills Playfield. Speakers on all types of out-of-door activities are brought in for these. An interested group of amateurs is attracted to them. Some of the members have been directed into active nature hobby clubs in the city when their interest lies in this direction.

Through these programs it is hoped to make Cincinnati "nature conscious." The lack of nature knowledge and interest is appalling in most city youngsters. When all trees are classed as "Christmas trees" or "not Christmas trees" and when all birds are "chippies" and serve only as targets, it is time to take drastic steps. Learning that these things are interesting and that lots of fun can be had when they are known better, starts a new and important train of thought.

Now Off the Press!

AMONG THE MOST POPULAR drama material issued by the National Recreation Association have been *Six More Dramatic Stunts* and *Six New Dramatic Stunts*. The continuous demand for these playlets and skits has been proof of the need for more dramatic material which lends itself to easy production and requires little or no scenery or costumes.

In the *Wartime Skits and Short Plays,* now ready for distribution in the form of a mimeographed bulletin (MP 360), are the following:

The Rock, by Pearl Buck
(A children's play about Chinese children)

I'll Be Back, Darling, by Mrs. Millard Davidson
(A G.I. comedy)

Cross-overs
(Twelve amusing acts for a revue)

Government Issues

How to Get a Seat on a Bus, by Albert M. Otterheimer
(Two clever blackouts)

Keeping It Secret, by Richard Stern
(Starring Private Sad Sack)

All the material listed has been taken from the USO Program Services Bulletin, *Dramatics,* and is used by permission of the USO. The price of this collection is 35 cents.

Some Revisions

We know that many of you are following closely developments in the Association's publication program, so here are a few items of interest.

There has been such a demand for the book, *Arts and Crafts for the Recreation Leader* ($1.50), published about 15 months ago, that it has been necessary to have another edition.

Games for Quiet Hours and Small Spaces, which is being so widely used, has also been reprinted. Many of you were fortunate enough to secure copies of the 20 cent edition made possible by a special gift. With this reprinting it has been necessary to restore the original price of 50 cents.

Adventuring in Nature, too, has been in such demand that another edition has been printed. First published in 1939, there have since been three reprints. The price, 60 cents.

We want to remind you of a pamphlet which merits your attention. This is *Recreation and the Church* (25 cents). Section headings are: Why Church Recreation; Leadership and Training; Recreation Programs for Churches; and Wider Use of Church Buildings for Recreation.

ON THE PLAYGROUND
IN CRAFT SHOPS

•

At Camps . . . In Club Work

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New Publications in the Leisure Time Field

The Folk Festival Handbook

The Evening Bulletin Folk Festival Association. Bulletin Building, Philadelphia. 50 cents.

"A FOLK FESTIVAL is not merely an event which features the songs and dances of people who have come to this country in recent times. It also provides an opportunity for Americans whose families have been settled here for generations to know and appreciate the customs, songs, and dances of their ancestors. A folk festival is an event for all Americans." So says the explanatory note prefacing this Handbook which is designed as a practical guide to local communities. It is a full guide as well as a practical one, giving detailed suggestions for every step of festival arranging from planning through cleaning up the loose ends afterwards. Good bibliographies and a list of local community festivals held recently are valuable addenda to the booklet.

Higgins Arts and Crafts Projects

Higgins Ink Co., Inc., 271 Ninth Street, Brooklyn. $1.00.

HERE ARE DETAILED INSTRUCTIONS for ten craft projects to be carried out with Higgins colored inks. Maps, portfolios, decorated papers and cloth, bookbindings, transparencies are among the things that can be made according to the plans and specifications contained in this portfolio.

The Direct Technique of Water Color Painting

By Charles X. Carlson. Melior Books, 156 Fifth Avenue, New York. $1.00.

The Simplified Essentials of Oil Painting, by Charles X. Carlson. Melior Books, 156 Fifth Avenue, New York. $1.00.

FOR THE WOULD-BE PAINTER in water color or oil, Mr. Carlson's instructions in the pictorial manner are first-aid manuals. He takes his "students" from the choice of equipment through the principles of color, composition, and techniques to advice on special problems that are sure to meet the beginner before he gets very far along. The instructions are clear and understandable and are designed to answer the questions most apt to plague the novice working either in oil or water color.

Who's Delinquent?

Prepared by E. O. Harbin and Clarice M. Bowman. Youth Department, Division of Local Church Board of Education, Methodist Church, 810 Broadway, Nashville 2, Tenn. $.10.

"TEEN-AGE YOUTH are on trial today for every crime known to man. . . . Their future is now." It is to help adults recognize and aid these youngsters on trial, youngsters delinquent or about to become delinquent that this special issue of *Conference Kit* is published. It is a practical compilation of the experiences of many people who are trying to help our youth meet its problems. . . .

What Do I Do Next?

USO Division, National Board, Y.W.C.A., 600 Lexington Avenue, New York. $.25.

THE SUBTITLE of this booklet is "An Aid for Volunteer Leaders of Adolescents." It deals effectively and clearly with problems of a teen-age leader such as the first steps in organizing a group, discovering interest, working together, relation to the community. A bibliography suggests further aids to the leader.

A Child's Garden of Verses

By Robert Louis Stevenson. Photo-illustrations by Toni Frissell. U. S. Camera Publishing Corporation, New York. $2.00.

MISS FRISSELL'S photo-illustrations enter with verity into the same child world which opened its secrets so many years ago to the pen of Robert Louis Stevenson. If anything could add a cubit to the stature of *A Child's Garden of Verses* these pictures of children about their "lawful occasions" would do it. For, working in her own medium, Miss Frissell has, like Stevenson, recaptured the essence of that world of play, of fancy and the imagination, which is the child's natural home.

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Franklin D. Roosevelt

IN THE DEATH of Franklin D. Roosevelt the Association has lost a strong supporter who was ever ready to place his full strength back of the recreation movement. As a young man, as a volunteer he raised money for the Association. As Assistant Secretary of the Navy in the First World War he was most sympathetic, understanding, and helpful in aiding the work the Association was called upon to organize and carry on in communities in behalf of men in the Navy.

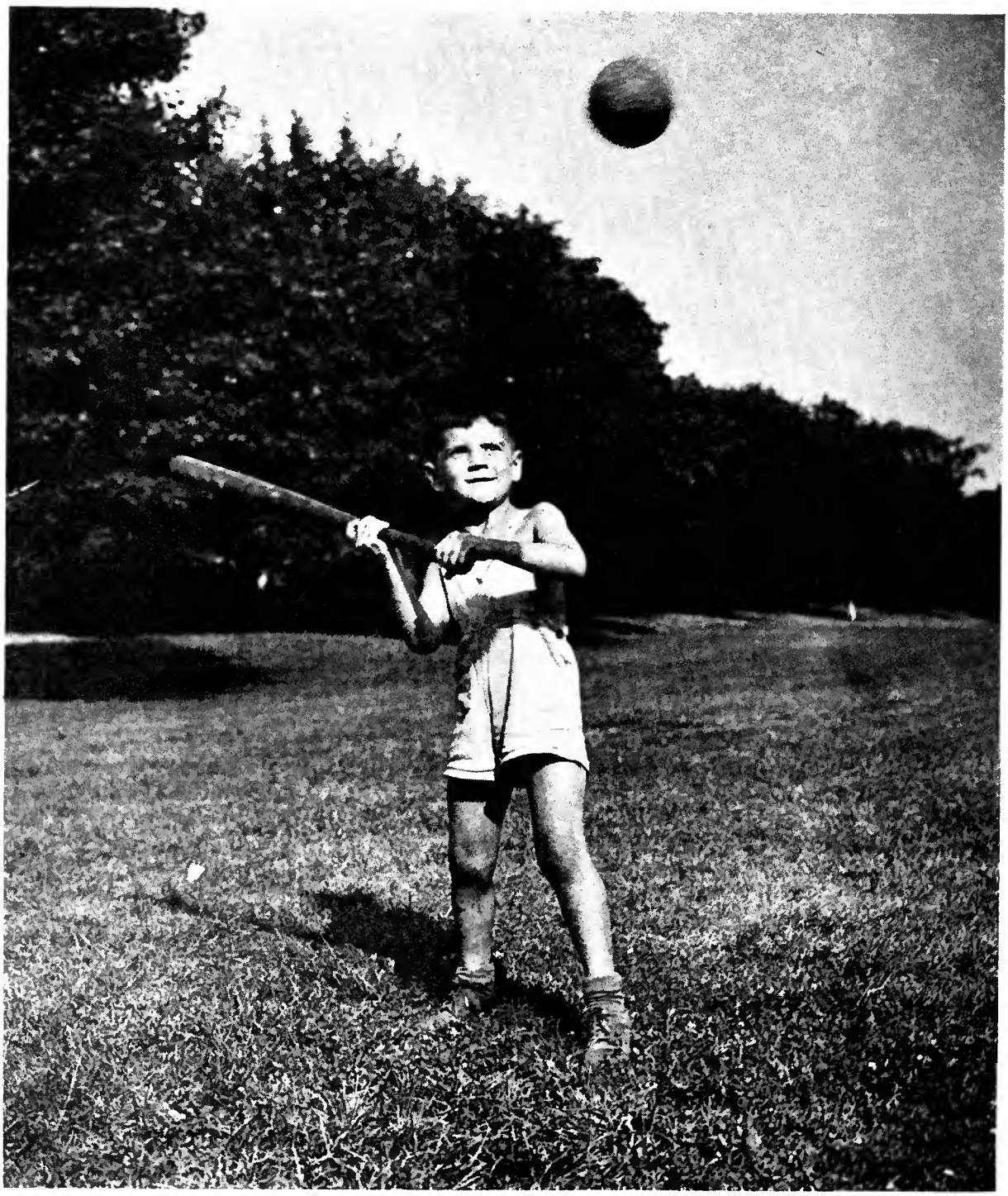
Long before he became President he was an honorary member of the Association. As President he sent messages to the various recreation congress gatherings and indicated his continuing desire to help.

In his own right President Roosevelt believed in more abundant living for all men and wished to do everything in his power to help individuals to achieve happiness in daily living.

No national leader, no world leader could have been willing to do more on every possible occasion to be helpful in building the recreation centers of America. One felt always a warmth of personal interest.

HOWARD BRAUCHER

May



Courtesy Tufts College

Painting for Fun

By GRACE PICKETT
Founder of the
Studio Guild, New York, N. Y.

"Get your brush, have your fun, and see where it leads you!"

PAINTING for the fun of it tops the list of creative hobbies. All ages from one to one hundred enjoy it indoors or out, day or night, at home or abroad, alone or with company, with or without gasoline. It is a good answer to "What shall I do with my leisure?"

Painting is a simple language yet more potent than words. When you start painting you see things you never observed before; it is a startling revelation. Inner meanings dawn on your consciousness. Your sense of values and proportions develops; your worries no longer seem important —they take a back seat. This new interest is so all-absorbing that nerves take care of themselves; you haven't time to bother with them.

One good thing about this painting hobby is that you will want to paint no matter where you are. Subjects for your brush are everywhere. In the country there is always the old barn, every painter's meat; a curious animal looking you over is only an interesting adventure. The seashore has its sailboats and fishing shacks, and if you are lucky enough to winter in Florida, there is the allure of actually painting undersea. You do not need to leave your own backyard, however, for what is a more popular subject than the clothesline on Monday morning, with its colorful array hung out to dry?

Another point to bring out is that your painting improves as you enjoy yourself. You may some day see your pictures on the walls of an art gallery; the thrilling climax is reached when a stranger pays cold cash to own one.

Learning the Language

It is fun from the first stroke of the brush; the very colors stimulate you. Let everybody try his hand at it, including grandmother and grandfather. There is no age limit. You cannot judge the age of the painter from his painting, so here is your chance to forget how old you are.

Shall it be oils or water colors? It doesn't matter. Water colors are easier to carry and much easier to tear up if you paint a bad one. You object to the paint's running? That makes it all the more interesting—don't stop it! See what it will do by itself. They say the best water colors are those with the most accidents. Accidents, and knowing what to do with them — that is the art of water-color painting.

If you revel in strong colors, use oils and plaster them on the canvas, the thicker the better. As accidents may happen with oils as well as with water colors, you correct a bad mistake, scraping or wiping it out, but if accidentally you have given birth to something of unexpected beauty, thank God and go on painting.

In case this and that starts bothering you, why not take a few lessons? Four may do the trick, according to the *New York Times*. A recent article told of a certain museum's effort to popularize painting by giving a free course of four lessons to fifty adult beginners. At the end of the course the would-be painters had the thrill of seeing their pictures hanging on the museum walls. They had learned the language.

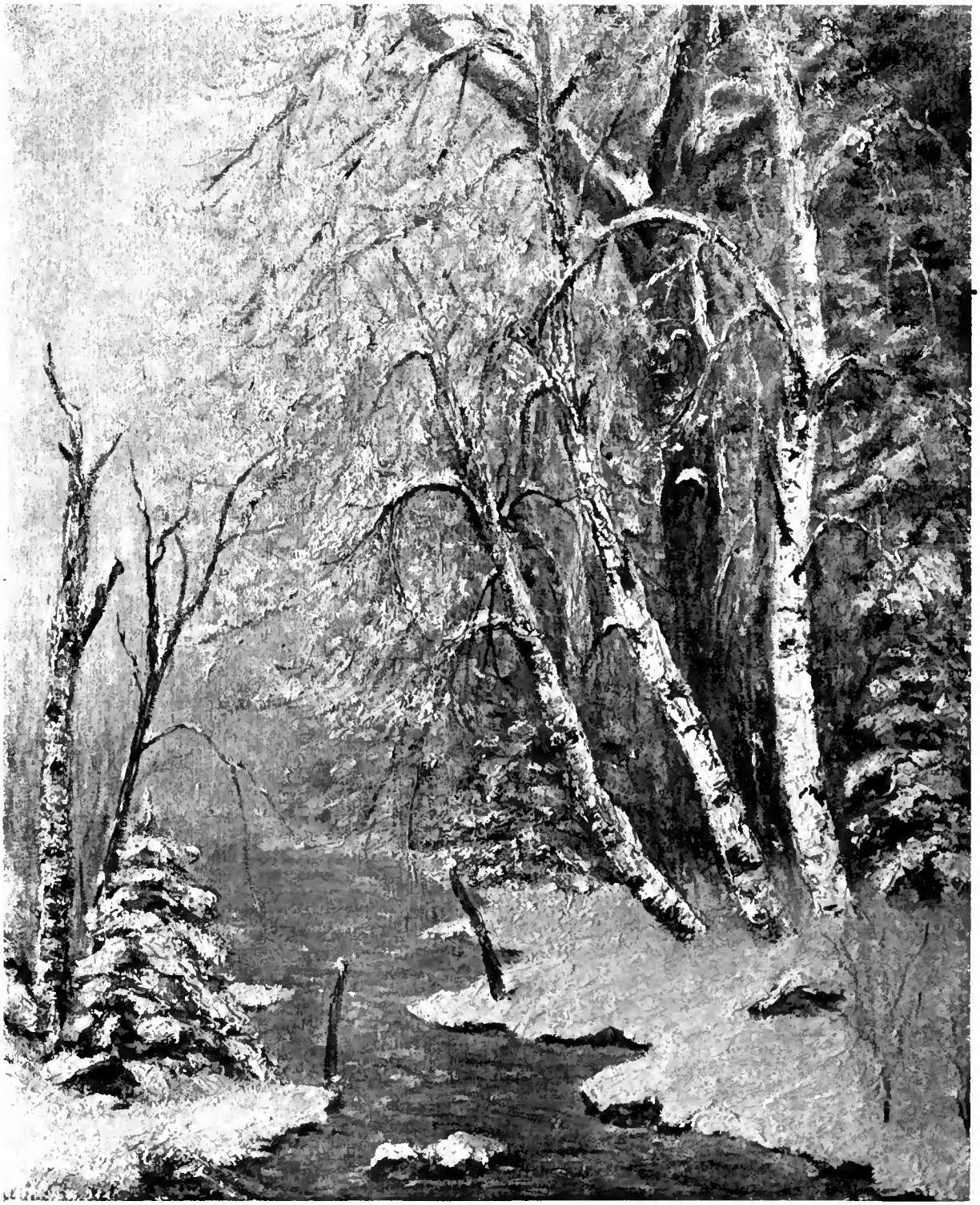
Glimpse a New World

Translating a barn onto your paper or canvas by means of paint is truly fun, but it does not stop there. You glimpse the soul of things and this astonishing revelation transfigures you with an ecstasy of delight. Although you struggle to capture the vision, you do not find it easy to get it down in paint, for visions have fleeting ways.

And you will feel the tingle and force of life if, with your brush, you try to catch the rhythm of shimmering light on the water, the bending and swaying of the long meadow grasses as the wind rushes through, or perhaps the interplay of sunshine and shadow on the distant hills. Never mind what your canvas looks like after you finish, for if you have had fun, that is all that matters.

Fun Wherever You Are

You will enjoy painting wherever you happen to be. If during the summer you find yourself in New England, you are in a painter's paradise. It abounds in quaint and picturesque subjects. Covered bridges, white churches with steeples point-



Courtesy Studio Guild, New York City

An oil painting, *Birches and Snow*, by Celine Baekeland

ing towards heaven, and salt box houses with rambling additions, all delight a painter's heart. The peace of the countryside may be disturbed, however, and the following experience is likely to be anyone's tale if a canvas has been set up in Farmer Brown's meadow.

You are at the top of a little hill with a good view of the old red barn and well along with your

work when—what's that? A hot, moist breath is blasted against the back of your neck. You are too scared to move. A large tongue licks your cheek, your hair, your arms; several more puffs of breath and what was behind you is now at your side. Worse than you thought—a huge bull! He takes a look at your picture, decides he likes it and licks the canvas clean. Awkwardly knocking your easel over on the way, he ambles off down the hill into your peaceful landscape. Why all the licking? Bovines love paint, and you, as well as your canvas, were generously spattered with it.

You would like nothing better than in winter to paint the snow on those rolling hills, but when cold weather comes, if there is enough money for a ticket, you board the train for the sunny South. You are going to try undersea painting off the Florida Keys. Your equipment—a diving helmet, hose, and pump—costs you only a few dollars.

You hire a small boat to take you out to the coral reefs. Wearing an ordinary bathing suit, sneakers with leaden soles to keep you from floating away, carrying a metal easel, a piece of glass for a palette and a palette knife, and a glass-backed canvas, you are ready for the great adventure. You submerge and enter a world of breath-taking beauty—a world of color and rhythm the like of which you have never seen before. It is a weird world — its mountains, forests, and flowers are made up of animals. The fishes that play around you have personalities, and are not at all like the fishes in an aquarium or those on ice in a fish market. This is their world. They have but one commandment, "Gobble, or be gobbled," and when they play hide-and-seek it is for keeps; if a fish doesn't hide, he is gobbled. Yes, fishes are wonderful people. A lady fish may change her costume simply by thinking about it. We humans may turn pink with embarrassment, pale with fright, or red with anger, but our talent in color-changing is not in the class with the fishes'.

Everything is so strangely beautiful it is hard to decide what to paint first. You sit on a brain coral and begin the portrait of a giant sponge, highlighted by filtered sunshine.

You Don't Need Money

You may return home from a vacation with a stack of new paintings only to find that you have no place to put them. Your pictures have been accumulating for some time, and now the walls are plastered with them, closets are full, and the hallway is growing narrower by the week. What shall you do? Give them to friends for wedding presents? People don't marry as fast as you can paint. You ponder. You ask your painter friends what they do with all *their* pictures. Bartering has solved the problem for some of them — farm produce is usually an acceptable exchange for a painting. A luscious, dressed pig should merit a good landscape, and a still life might go for a couple of chickens. One painter keeps her house freshly papered and painted for an even trade with the decorator.

Another answer to this universal problem of painters, how to unload their surplus of pictures, is the Purchase-Exchange which was started in California in 1934. It works in this way: Doctor, lawyer, merchant, butcher, baker, plumber, and painter pool their resources with the exchange. When a member needs paintings, for instance, he is sent to the artist who interests him in taking perhaps two thousand dollars' worth of pictures. The purchaser, if a plumber, for example, now owes two thousand dollars' worth of plumbing to the exchange, while the painter has credit for this amount which may be used for a new Buick roadster, his daughter's trousseau, or a nest egg.

Why Not Exhibit?

Bartering is not a bad idea, but how about putting on a show? You swear you have seen worse paintings than yours in exhibitions. You start reading art reviews in the newspapers; you enjoy making the rounds of the art galleries to compare your work with that of your contemporaries. You decide to go ahead and the exhibition date is set.

The great day arrives. You are as nervous as a prima donna making her Metropolitan Opera debut. Why the guilty feeling? You haven't committed a crime. You visit the gallery at a time when your friends are not likely to be there. You glance hastily around. A feeling of surprise comes over you—you glow with pride! The paintings never looked so well before.

Everyone likes to exhibit. Not so long ago an important executive entered a New York gallery with a mysterious looking satchel. He was a little embarrassed about showing the contents which proved to be bas-relief portraits of his pals. The gallery liked them and exhibited them. The sculptor survived the shock of seeing the likenesses of his friends staring at him from a half-page spread in the *Herald Tribune*. He had never had a lesson. His sculpturing was purely for fun. The reviews

(Continued on page 102)

It Fell to Earth; I Know Not Where

By CURT SPRONG

ISHMAEL "became an archer," and for centuries the Egyptians were famous as mounted bowmen. Babylonians, Persians and Scythians were adepts—in fact some of the Scythians enjoyed whatever distinction there was in defending the later Roman Emperors. The Greeks and Romans used mercenary archers from various Eastern nations, but it is not up to us to quibble over that. The main idea to get straight is that this bow and arrow stuff was nurtured in antiquity—it has demonstrated real staying power and don't think for one minute that you can toss it off as a passing fancy.

It is true that in the present or socially correct form this art has acquired a few quirks that did not hamper, let us say, the Seneca Athletic Club circa 1905. As practiced by the young and athletic clubmen of that 112th Street set it was Arrows Uninhibited—but a lusty sport none the less.

In this field time has witnessed many changes in material, from the charred wood (which predated the Stone Age's chipped-rock arrow heads) down to today's matched sets. But a primitive pursuit demands elemental or easy to get equipment—and the Seneca's gear was all of that. The better bows of that particular period were fashioned from the ribs of discarded umbrellas. One umbrella: six (approximately) bows. The arrows preferred were the supporting struts that ran from the thumb pusher-upper to the rib itself. A deft twist of these joined members and presto!—you had one round of ammunition. A short length of cord or twine was all else that was required and, thankfully, this was not on the rationed list. Any storekeeper was good for a piece.

After thus stringing the bow, through the courtesy of your local merchant, all was in readiness and each archer was set for the joust or for the practice session, according to the will of the quorum.

If the latter was the order of the day, the next decision was choice of mark or object. Targets were not gaudy things, stuffed to bursting point and strategically placed on ranges. Practically anything in sight would do. The main problem was to decide what *not* to shoot at, for even in those days some objects were recognized as having cultural value or entitled to immunity because of their innate beauty, historic value, or proximity to somebody's window. Suffice it to say that a well whanged umbrella strut is as piercing as a shriek in the dead of night. And have you ever heard a pane of glass clutter up a parlor or dining room quietly?

The true American heritage links this weapon with the Indian and, old snoop that he was, the Indian early discovered the effectiveness of shooting silently from ambush. But even in those pre-subway days 112th Street was shy on fox holes or natural screens, and camouflage had not as yet been dreamed up. So this meant that the bow and arrow was definitely an after dark instrument when, shrouded by the cloak of night, the Senecas could roam from Amsterdam to Broadway and, with abandon, take a few pot shots. True—this time limitation cut down somewhat on targets, and visibility hovered around ten above. But there were always lamp posts.

Near-misses were unheard of and counted for naught. To clip the cross bar where the lighter hooked his ladder (when a maintenance job was indicated and he could not just turn on the gas and light up with his magic wand) was encouraging. You were getting hot. When you pinged and perhaps cracked the glass it was almost a sure sign of immaturity or some physical shortcoming. That called for an alibi—"he pushed me"—"didja see what the wind done to that one?" . . . or at least a quick disclaimer that the shot was made by some Seneca smaller than yourself.

But a direct hit—one that unseated the globe, sent it crashing to the street with the pulverized Welsbach mantle frantically billowing in the night air, and all in utter darkness—that, I give you, was something.

When the fleeing shadows finally reassembled (at least one block away) the only question considered was which member was entitled to the well won glory. He who first recovered his breath made out a pretty strong claim but I doubt that any was ever uncontested.

That was archery as we of the upper reaches of New York's Morningside Heights knew it. And a right good sport it was. If nothing else it was a great wind developer. The around-the-block relay races, or the broad and high jumps held by the

club in McIntyre's (next to Red Hoctor's, please) backyard called for perfect physical trim. One had to keep in shape and no A.A.U. blank cartridge ever started a picked field of sprinters with a faster, cleaner getaway than the shattering of a boulevard beacon.

But a new day has come and with it, as in most evolution, refinements. Maybe so! Yet, the deep-seated nostalgia of a bowman from way back makes one reluctant to accept all changes as improvements.

A target now (I can still smell a mortally wounded lamppost with unlit jet hissing its own dirge) is a brilliant sheet with concentric circles of different colors. Something like, but larger than the dart board in almost any well run saloon. With this as a basis the game is all rigged up with varying point values for each color area—a Sixth Avenue shooting gallery without clay pipes, gong bongs and free cigars. The sheet itself covers a bale of straw, and there she stands just daring you to try to nail it. Forty, sixty, and 100 yards are the ranges shot and if you have never stood in the shadow of your own goal posts, take my word for it that 100 yards is a right fur piece away.

Photo by Wm. H. Rittese *Courtesy Hood College*

A mighty archer—modern style

They don't use umbrellas any more. Bows are six foot (and longer) jobs made of yew, the elastic wood which for centuries (it is said) has been the pride of archery addicts. What these people claim can be done with them is positively amazing. And it's not any corner-market wrapping string they use, either. No fisherman can spin more romance about a line than can a true archer. The cord now in vogue is a precious thing, worthy of a string of perfect pearls; but too fat. It looks more like the strings the stand-up guy way over at the left end of the pit plunks on his bull fiddle.

As for arrows, you can forget all you know about umbrella struts. Something new has been added and these are now precision instruments with plumage rare at the hindquarter or steering end and, at the other, a murderous looking steel snout. As neat a combination of eye appeal and lethal potential as will be found this side of a mickey finn.

In target shooting you use a sight which must be capable of astounding feats of trig and ballistics. Nothing like it was ever seen on 112th Street where the technique was face your quarry and cut loose! Today you look through this widgit—plant the bull's-eye right smack where X marks the spot—and for all the world you feel that the arrow will plunge headlong into the earth just clearing your own toes.

Don't get the idea, however, that you are ready to shoot now that you have mastered aiming. You are not dressed for it—and it can't be done without the proper make-up.

If you are a right-hander, you strap on your left

arm a gadget which might offer some modicum of protection. I wouldn't know. But the thing itself is intriguing. It is an inflexible piece of plastic which looks like something a first aider in a frenzy might clamp on you. Or, it could remind you of a misplaced shin guard for a midget. At any rate this theoretically takes care of the arm used in holding the bow. Your other hand—the one that does the business—is bundled up in a fascinating piece of leather. One end is strapped to the wrist and then the rest of it dribbles around until you are sort of wearing a cross between a tinker's cuss and a streamlined dumbwaiter glove. All of this is to save your skin when you draw the string and get ready to let her rip.

Unquestionably you could find more gear if you looked for it but I've been told that with this outfit you have what it takes and you should do an adequate job. At least you are ready to try. But don't rush it.

Just like a few limbering wangles at the tee before addressing the ball, an archer flexes about a bit in a statuesque stance. The thing to do is to strike an attitude, straddling the starting line. In this game, by the way, they are not fussy and you do not have to toe the mark as in pitching pennies. Chinch a little. It is done by the more experienced, and maybe that six or ten inches you clip will mean the difference between hitting the target or having a breathless and spent arrow give up and droop into the dust directly in front thereof. Such possibilities must be considered.

Then comes the draw. Carelessly aiming at the sky, about a mile above the bull's-eye, with a stiff arm holding the bow as far away from you as possible—take a couple of practice pulls, gently releasing the pressure each time. Don't shoot yet—hang on to the rear end of the arrow or you'll lose the pesky thing. Then, like Dick Sureshot, calmly lower the works until you have the geographical center of the mark cased in the bombsight. Slowly draw the string until your shooting hand is playfully chucking your chin. This makes for stability—or something—and by now the weapon is tense and so are you. Then wham away! And whether you know it or not, you are having fun and right there you classify yourself.

Present day archers, we have found, are divided into two groups. The pin-up boys who can really pour them into the painted rings, and the benders. When you have completed your round and your opponent has had his fling, it's time to go up to the target and get the news. The other fellow just stands right in front of it, yanking out his arrows and totalling the score. If you are a bender, however, you are prowling around, looking in the surrounding stubble and brush for the near and not so near misses. The stooping gets you and you could use a caddy. At this point you might even think the whole thing a bit childish — something like pinning tails on a donkey by remote control. Only it's not as easy. This thing called a round, incidentally, means that you have shot whatever arrows were given you. But for those who know the Hoyle of archery there are special combinations of so many arrows at various distances. These are catalogued as "York," "St. Georges," etc. Disregard this completely until you can at least keep them off the ground and sink a few of them in the aproned haystack at 40 yards.

Going back to the starting line for a moment, you will find a cross bar mounted on a post. This is broad enough to hold a quart of beer, matches, and a pack of cigarettes. Don't lean on it—this is where you park your bow while you step a respectable distance away, suspending all animation and giving your opponent the tops in courtesy. No moving around, mind you—not a twitch and no talking under any circumstances. Just as in church, absolute quiet.

This rule has been on the books for aeons and probably explains the conception of the Indian war whoop. It's a defense mechanism. No one could even hope for good shooting if he were in the middle of a bunch of yelping Algonquins. Under these conditions it automatically became their advantage and chances are the chief sent them into the game with one last plea: "Talk it up, boys, or you're stuck." In shooting targets, though, none but a cad would so much as beep.

It all seems easy but don't be fooled even if you have a whole block of lamp posts to your credit. Just like Hoppe shooting billiards, the real bowman makes the thing look like a cinch and you might get the wrong idea. Why, when Joe and Tom both worked on my stance (making sure that my feet were on the ground and my eyes on a cloud), the president of a near-by club walked over to the 100-yard range and almost with nonchalance started pumping arrows into the bull's-eye. Gad, thought we, what a man like that could have done with the rib of a beach umbrella!

For the run of the mill, however, this is a job that will take a lot of mastering. As you flub shot after shot—as you watch a perfectly straight arrow

(Continued on page 106)

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The Birds and the Beasts

By KATHARINE DOUGLAS
Supervisor of Arts and Crafts
Department of Public Recreation
Baltimore, Maryland

LAST SUMMER in Baltimore, Maryland, in addition to our usual crafts program carried on by our regular recreation leaders, we in Baltimore were fortunate to have as a crafts instructor, Miss Margery Kimball, an Art Major at College.

After careful consideration, it was decided not to spread the program too thin but to go to only five of the many playgrounds open in the city. It was felt very decidedly that a better job would be done if each ground were to be visited twice a week, instead of covering more playgrounds only once a week. No age limit was placed on the groups. The only requisites were that the children should be really interested in what they were doing and should complete each article they started.

We did not offer the children a long list of articles to make, not only because of the great difficulty in obtaining materials, but also because we were so anxious that the articles the youngsters take home should have some artistic merit. We were much better able to keep this under control by having less variety in articles. However, we tried to choose wisely and offer things that would appeal to all children.

So—in fear and trembling we offered the girls stuffed toys and embroidery and were delighted when the children showed plainly that they loved the little turtles, rabbits and donkeys as much as we did. The toys, of particularly attractive design, are Miss Kimball's originals. They are very simply made as you can see from the photograph and should be a source of inspiration to many to originate their own toy designs. Our youngest "customer" last summer to make a turtle was aged six. The children were encouraged to choose their own color combinations and in most instances chose wisely in combining plain and print materials.

The girls also liked the embroidery we originated for them much better than the usual stamped pieces they had done before. We dyed unbleached muslin, then let them choose from designs we had. Of course we wished very much that the designs could have been original ones of the children, but did not feel that they were ready for that. However, the designs chosen were new and gay and acquainted the children with a more modern type of design. Only two stitches were used, simple

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The youngest "customer" to make a turtle was only six

Relax on Two Gallons of Gas

By C. L. TOMSCHE
President
Board of Parks and Recreation
City of Burbank, California

BURBANK, CALIFORNIA, has been faced with the same wartime problem as all other communities in the congested war production areas. How to provide wholesome relaxation for the entire family while conforming to travel restrictions has been a challenge to the initiative and ingenuity of both executive and worker in recreation. Accepting this challenge, the Parks and Recreation Commission members set about planning a program which would meet the vital need of emergency war workers and their families as well as the fixed population of the community.

The 1944 program incorporated the best from that of 1943 with numerous additions and when the 1945 season opens in the city park areas both Burbank citizens and "strangers within our gates" can look forward to another interesting summer at home.

Program Design

Basically the program is the same in all areas, with such variations and additions as it has been possible to improvise in enlarging the facilities in the parks. Trained workers are on duty from 8:30 A.M. to 6:30 P.M. to direct the activities, thus enabling working parents to leave their youngsters with safety in the playgrounds all day, picking them up after work. Over-all supervision is in charge of a recreation supervisor who travels to the playgrounds each day, offering new ideas and coordinating those already active. Staff meetings are held each week wherein all activities are judged in relation to the numbers participating.

Program Dissemination

To make sure that everyone knows what the city has to offer in the form of recreation, the plans are given wide publicity well before the opening of the season. Local newspapers give much space to news stories which tell in detail of the various activities, and these are carried on throughout the summer so that no one can say, "I didn't know about that."

Each year every user of water or electricity in the community is made aware of the program through the Public Service Department by enclosures in their June water and light bills. The 1944 issue was titled "Relax on Two Gallons of Gas." These comprehensive twelve page folders are prepared and printed by the Parks and Recreation Department in cooperation with the city schools and all recreational agencies in the city are included. A small map shows where the play areas are located, both parks and schools, and a carefully drawn "activity schedule" provides the key to the map. Three pages are given to special events and highlights of the summer program.

Supplementing this over-all coverage and designed to appeal to the youngsters, a special "Ration Book for Fun" was made up by the members of the recreation staff and distributed through the schools and youth organizations throughout the community. Each park had a page made up of small "coupons" describing the various activities and a whole page of "spares" covered the special events in all the parks. The back of the book, all of which was mimeographed, carried other important information designed to direct attention and interest to the culminating field day at the close of the summer program.

Public awareness of the program has been given first importance in the Burbank area, upon the theory that many well designed recreation programs lose a great deal of effectiveness by improper or inadequate publicity. The Burbank Commissioners feel that, in these times particularly, it is no longer enough to provide a good program; the community must be made aware of the services offered if those services are to reach the greatest number. A full time public relations person is now felt to be an indispensable part of the staff and the result has been a doubling of the use of facilities in terms of numbers served.

Special Events

Special events, designed to bring the whole family into the parks and playgrounds for neighborhood get-togethers, are planned for each month. A "Neighborhood Night" starts off the season by giving the parents an opportunity to get acquainted with the area directors and park facilities. A picnic supper gets everybody "loosened up" and is

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followed by competitive sports and games. These "Neighborhood Nights" are "held together" with a concert by the sixty piece community band, colorful dance numbers by members of the recreational winter-season dancing groups and an impromptu use of the neighborhood talents on a "what have you" basis.

A newly developed community symphony orchestra will be an important part of the 1945 program, the two winter concerts having proven very popular. The group now contains seventy musicians and several open air concerts are planned for the summer season.

A victory garden and vegetable show has been a part of the program in the war years and last year a flower arrangement show was added. This addition was turned over to the capable management of the garden section of the Women's Club of Burbank, who in turn invited groups from the surrounding communities to participate. Judges for both events were experts in their lines. The vegetables and gardens were judged by early day local farmers. There was no admission charge to the show, which was held in one of the larger recreation buildings, and it provided not only recreation for those participating, but a direct incentive for the large number who came to view it.

A carnival day is planned in each area, with enough variety on the program to allow each child to participate. The pet show is a big attraction with the "show ring" roped off (with string) in the middle of the park; with the ringmaster and his whip calling for the animals; and with wild and tame animals on display. A parade around the ring gives the spectators, which include a large number of adults, a chance to see the "ferocious" animals in their cages as well as the tame entries —dogs, cats, ducks, and chickens —on leash. The winners proudly wear their ribbons in the park's own colors for the rest of the day.

The "6-16" airplane model contest is one of the outstanding events of the summer program. Open competition to boys and girls between six and sixteen years is offered, with top flight aerodynamicists as judges. From the indications of the 1944 contest,* an entry list of well over a thousand is expected this year. The city department spon-

* See "Recreation Provides a Vocation," RECREATION, December 1944.

sors, promotes, and handles all the mechanics of the contest and puts on a big show as a finale.

Another important event is looked forward to all summer. The annual hay ride and watermelon feed is given as a reward for "good citizenship" in the parks. In these days hay rides are not so common, and when the big flat rack, covered with hay, pulls up to the playground it receives a noisy welcome. The mountain park is the destination of the ride, with a picnic at noon, special games and hikes, and ice cold watermelon just before everybody climbs aboard for the homeward journey.

scooters. Track and field events for the older boys and girls follow, with games inside the buildings for those who do not want to participate in the more active sports. After a "nosebag" lunch each playground takes part in the "show," presenting their talented members in songs, dances, and skits. Points are awarded to the most outstanding numbers. The handcraft display is open to the public all day, and the quality, variety, and quantity of the exhibits is a constant source of amazement to everybody.

The teen-age group has its own clubhouse,

Courtesy Department of Public Recreation, Reading, Penna.

Field day at summer's end is a big event

Playground activity for the children is all pointed toward the culminating event of the summer, Field Day, when all the young citizens of the city come together for an all day celebration. At this time, points, which have been earned throughout the season, are added up, and the park with the high score has the honor of having its name engraved on a small gold plate which is placed on a polished wood plaque to signify outstanding achievement.

This great day starts with a wading pool parade for the very little folks, all in costume, and many riding on gaily decorated tricycles, wagons, or

"Hobo House," which is open the year round under Parks and Recreation Department sponsorship and supervision. Supplementing the "club life" during the summer season, a series of outdoor dances on the tennis courts was inaugurated. Friday night was chosen as the best dance time. The dances were run on the "jitney" dance system, not as a money-making activity, but with the idea that the orchestra made up of high school boys should be paid. These, too, were "family nights" with picnic suppers preceding the dancing, and with the children using the lighted playgrounds

while Mother and Dad danced or participated in the active sports offered. The "just sitters" also came in numbers to swap stories and listen to the music.

General Program

All of the usual playground sports, games, and handcraft are included in the program, with many original additions. Handcraft the past few years has suffered from shortages of "usual" materials, making it necessary to improvise and find the "unusual." Leathercraft from scraps supplied by the local automobile upholstery shop; salt pictures, made of table salt colored with chalk; twisted crepe paper instead of raffia; lapel gadgets made from suede scraps donated by an interested hat manufacturer, keep small fingers and minds busy on warm days and teach the value of "making something from nothing."

Nature lore has been an important part of each summer's program, and will be given even more attention in 1945. One of the Parks consists of 128 acres of natural mountain growth, with only picnic areas cleared and improved. This makes a perfect place for "field trips" and hikes, and the supervisor here is well versed in the names of both the trees and flowers, as well as being able to recognize the bird life. This year an outstanding authority on California flora and fauna will visit the park early in the spring and give each plant its proper botanical and common name, so that not only the boys and girls, but the grown ups will be able to gain a knowledge of their native plants. The specimens collected on these trips are studied and made up into nature craft on the playgrounds the following week. This year's plans call for advanced study of birds and flowers and for tracings of the subjects which will be colored from life as part of the nature craft activities.

One of the most successful of last year's quiet time activities was the "theme project" for each park to be a part of the field day display. One group made a replica of their grounds, complete with barbecue pits, tables, swings, wading pool, and game equipment, and all to scale. The over-all size was about four feet in length. Another made a Spanish "hacienda" with miniature dolls dressed in authentic Spanish costumes. The dolls were made entirely of crepe paper.

Every recreation supervisor is on the lookout for new ideas for quiet hour projects and one that will be stressed in Burbank this summer will be story reading as well as storytelling during the handcraft program. Spool weaving and other such handcraft will keep fingers busy, while minds are occupied by the exploits of favorite characters in fiction.

Local bus lines lend their help by sending busses to pick up organized groups of youngsters at stated locations in areas most distant from the parks, making a minimum charge for the round trip and planning the schedule to miss the peak load of the day. Lunches are taken and one of the supervisors accompanies each bus and helps with the various phases of the day's activities.

Adult Activities

The well organized recreation groups and clubs in the industrial plants work in close cooperation with the Parks and Recreation Department, the latter furnishing facilities and schedules for both social and sports activities which are planned and supervised by the industries themselves. This phase of the program is coordinated with the demands of the smaller but no less important community groups upon a first-come-first-serve basis with some give and take on both sides to enable a full use of all existing facilities. The formation and operation by the city department of league play in the sports is slowly and definitely giving way to free for all policy, with resultant wider and less discriminatory use of sports areas and substantially increased attendance.

As progress is built on change, the Parks and Recreation Department of the city of Burbank will continue to progress, changing each succeeding summer program to meet changing conditions, but still incorporating that which has been tried and found good.

The Office of Defense Transportation makes the statement that next to Christmas, the Fourth of July and Labor Day holidays result in more pleasure travel than any other holiday periods. It is particularly important that these travel peaks be held down this year, along with all travel during the summer. The ODT has devised a nation-wide Vacation-at-Home program, and urges communities to organize special city-wide activities in which young and old can participate. For the two holidays, the ODT recommends special sports contests and events that will make staying at home attractive. For fact sheet and Plan Book, write Charles V. Warren, Division of Information, ODT, New Post Office Building, Washington 25, D. C.

Courtesy Department of Parks and Public Property, Camden, N. J.

Plaster Molding

By MARGARET LAKE
Playground and Recreation Commission
Springfield, Illinois

THE TIME—Summer 1944
The Place — Iles Park, Springfield, Illinois
The Activity — Plaster Molding
The Participants—Sixty Children

Each week, during the summer of 1944, the playground staff of Iles Park, Springfield, Illinois, tried to initiate one new craft and to continue the ones already initiated. One afternoon, one of the Den Mothers of the Neighborhood Cub Pack stopped by to get some ideas and remained to share hers with us. She remarked that she had found that plaster molding interested her Cub boys and she offered to lend us her set of plaster molds. We accepted that offer with alacrity.

We began our venture in molding with ten pounds of plaster and seven rubber molds approximately three inches tall. It was a success from the start—and the plaster lasted a little more than three hours. The next afternoon we set up shop with twenty pounds of plaster and an even larger audience. The news had spread.

The demands for the little figures were many. Dozens of children wanted one to take home, but the strongest of voice were most apt to get the "prize." Furthermore, the molds could not be replaced at the time, and they had to be handled with great care. So we had to reorganize. Three of the older boys took over the molding. A fourth boy assumed command of the order department, and we reopened for business. Each child as he arrived at the Park was given the chance to choose two figures that afternoon. The "order department" placed his name in the proper column of

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Good Home, Back Home

By

Captain LORRAINE MARSHALL, WAC

Fort Douglas, Utah

What the serviceman expects from his home town in the way of recreation when the war is over

"WHEN I GET HOME," Joe said, "I want my home to be just exactly as it was when I left it. I mean the same as it was, only better."

"How so, Joe?" his bunkmate asked.

"Well, I'd like to see my town use some of the ideas the Army uses, ideas on recreation for instance, where you have facilities for everybody. Our town should build a social center, something like the Army Service Club, where people could meet and get to know each other. This getting to know people is a fine function, and the Army sure has given me a chance to know all kinds. It has done me a lot of good, too. I hope I don't ever lose the knowledge of the good in these guys we've been living with."

Sgt. Tom, Cpl. Dick, and Col. Harry are going to have pretty definite ideas of what they want in the way of recreation from their communities when they return. It is doubtful that firing ranges, obstacle courses, and drill fields will be in demand, but bowling alleys, ball diamonds, field houses, swimming pools, and social clubs very likely will be.

The cowhand from Oklahoma, during his years in the service and his duty on a coral island in the Pacific, will have had an opportunity to learn to swim. He'll still be hankering to follow this new pleasure, and the home folks had better watch out or the first thing they know they'll be setting up a swimming pool or damming up a water course so that Slim can practice his Australian crawl.

Zeke, from back Kentucky way, may have discovered while he was in the Army, that he is a right good bowler. If he has, he's going to want a bowling alley in that home town of his, and so might many of his soldier friends who have taken to this popular sport and have been knocking down the head pins from Camp Shelby to Fort Mason.

Some of our country's backwoods boys, who never knew how before, will have learned to read. They'll be wanting books when they return to their hills. The excuse that their homes are too far from town won't go. These men were far from towns while in the service, but they were not far from books. If the Army was unable to provide a regular library because of the remoteness of the unit, its bookmobile service composed of traveling boxed libraries was sent in. Overseas the Council Book service is available to the military in all theaters of war. This service is a collection of small paperbound editions of great and popular books. These little books have traveled the world around in the pockets of GI's, who read them and swap them as they travel the roads to victory. These men, when they return, will want their counties to provide a similar service for themselves and their children.

Towns and cities would do well to honor their war heroes by erecting living war memorials in the form of community social centers in their village squares and neighborhood parks rather than ornamental stacks of marble and granite, and pillars of stone. The communities should honor the men of their town, instead of the war they fought in, by using their memorial funds to build playgrounds, sandlots and ballparks, for the sons and daughters of their heroes, and for the heroes themselves. The

heroes will have a new appreciation of their American privileges, and they'll be taking advantage of them, partly to prove their reality, and partly because our peacetime world, if it is economically sound, will allow more leisure hours than the average man has ever known before.

Your men of the Army are still young. They will want to catch up on the fun of life that they have missed, and find in their home towns the fun of life that they knew in the service. So get ready for their return. Build up your facilities if you lack them. Set up your social centers, your libraries, your juke boxes, your dance floors, your ping-pong tables, your record libraries, and your music appreciation room. Build your volleyball courts and your handball courts. Organize your town or neighborhood bowling leagues, ball teams, and choral groups. Provide, for your artists, a place where they may paint; for your woodcarvers and leather workers, a place where they may pursue their craft. Organize your fly-tying classes, your language classes, and your camera clubs.

Build your memorials, yes, but build them for their utility values. Spend dollars or millions on living institutions which promote the great American principles for which our men are fighting and dying.

Make the leisure of living a democratic thing, available, not to a fortunate few, but to everyone in the community. Your soldier son has been living with and fighting beside the millionaire's boy and the poor man's son. He knows them well, and he wants things to continue so.

Have, if you wish, the confetti and streamers of a great welcome-home celebration, but be sure that in addition you afford your returning soldiers, sailors, and marines a vital life, a job to do, and a chance to recreate in their lives the pleasure and leisure which is peace.

At the end of three years of war, recreation still is in battle dress. It would seem that it will remain so for many years. Indications are that the postwar period will bring with it greater production, more spending, shorter working hours and, most important of all, the leisure-time problem of the returned serviceman.

Educators are agreed that our national welfare will depend largely on the way in which we spend our free time. Recreation for a long time must be partly curative in character. Men physically and mentally handicapped must be provided with trained and sympathetic leaders, able to teach many such passive forms of recreation as handcraft, dramatics, music, and games. Vaughan Hospital has already asked the staff to help in the psychodramatic theater, where soldiers with nervous and mental disorders are given parts in plays. Doctors at the two general hospitals already equipped with this theater, are reporting remarkable cures. Music is also being accepted as an aid both in neurotic cases and in many forms of heart disease.

Recreation must also meet the needs of the Armed Forces who return home uninjured. They will have developed many recreational interests. They will want to know more about foreign games and sports; will have a newly kindled enjoyment in hiking and tours to historic points. Red Cross recreation workers write from Europe that American soldiers are showing a new interest both in their own state and in other parts of America. They have formed "My Own State Clubs" where they discuss their home town and, in addition, because of meeting so many men from other states, they have discovered a new zest for travel. Another role that recreation must assume in the postwar period is that of helping to give back confidence and initiative to returned servicemen. They may want club rooms where they can talk, exchange experiences, meet old companions. Such a need is indicated in a recent request by an Oak Park resident, a member of the Civil Air Patrol, that the playgrounds provide a social room for returned aviators.

No doubt, Army and Navy life have taught the men a new meaning of the word, companionship. They may wish to explore this term with their neighbors when they return. Suggestions in the way of new hobbies will be necessary. There must be rugged

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In general, it is the belief of public recreation agencies that the interests of normal returned servicemen in the field of recreation can best be served by encouraging them to take part in the community recreation program rather than by singling them out as a special group to receive specialized recreation service.

A few instances of such special service have, however, been reported. One recreation department has assumed leadership for training volunteers for arts and crafts in military hospitals — this in cooperation with the Arts and Skills Unit of the Red Cross. In another city a section of a floor has been set aside as a lounge for the servicemen. In several communities the recreation department helps furnish recreation programs at veterans' hospitals.

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The Whole Town

By

HENRIETTA GREENBERG
Recreation Director
Tallahassee, Florida

ARTS AND CRAFTS, dramatics, sports, music, nature, dancing—it takes all of these to make a well-rounded recreation program. These activities must be provided for every age group regardless of social or economic status. These were the concepts upon which the Tallahassee Recreation Department set to work at the beginning of the summer of 1944. Have they been able to attain their goal? Not completely, but a recreation project that consisted primarily of athletic activities has broadened into a much sounder and more diversified program.

Activities on the parks for the young people have consisted of sports leagues in which the children have competed against teams representing other city parks. Leagues have been carried on in football, softball, and basketball. Along with the league activities, the children have had an opportunity to learn many new playground games. Horseshoe tournaments and track meets have been held. A city-wide field day served to climax the track events.

Arts and crafts activities were conducted by a specialist two days of each week in each of the neighborhood parks. Public school libraries were opened for the use of both children and adults throughout the summer months. Since there were no public swimming pools in Tallahassee, the pool at Florida State College for Women was made available at night with swimming lessons being offered to both children and adults. Sprinklers showered the smaller children in eight sections of town two days every week while trips to Wakulla Springs, twenty miles from Tallahassee, were arranged for the older children's pleasure. Large groups of children enjoyed park picnics and weiner roasts, pet shows, "On-Wheel" parades, and a climaxing carnival which was planned and carried out by the children under the direction of the park supervisors and the city recreation director.

The program for adults has consisted of organized lessons in tennis, golf, and swimming. Approximately twenty teams took part in the softball leagues carried on throughout the summer. There were eight teams in the baseball league. Band concerts were held regularly throughout the summer. A featured attraction of the music program was the presentation of Benno Rabinof, an outstanding American musician. This fall civilians and servicemen entered enthusiastically into a basketball program which has afforded great pleasure to members of both men's and women's teams.

In branching out into broader fields, a Little Theater has been established for the adults in the community. Also, an adults' arts and crafts program has been arranged for those interested in this particular activity. City-wide picnics as well as parent's and children's picnics are being carried on at regular intervals.

The Tallahassee Recreation Department functions in the belief that a successful program depends upon close cooperation and coordination among all agencies. Recreation as part of the programs of church, school, Girl Scouts, Boy Scouts, Home Demonstration clubs, Y.W.'s, etc., is important in planning a well-rounded city program. Why shouldn't the local recreation department be glad to cooperate with the local technical school in promoting a well-supervised arts and crafts pro-

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Let's Have Living Memorials

More and more communities are planning war memorials which will honor the dead while serving the living

HEARTILY endorsing the suggestion of living memorials, the American Legion is promoting the erection of multiple-use buildings which will provide all the accommodations of an American Legion post home and at the same time will serve citizens as a community center.

"These centers," states the pamphlet, *Living War Memorials,* recently issued by the National Americanism Commission, the American Legion, Indianapolis 6, Indiana, "should provide club rooms and meeting places, kitchens and dining halls, game rooms, swimming pools, recreation rooms and facilities, suitable halls for Legion post meetings, housing facilities for visiting athletes present for sports competition, and all other facilities pertinent to the needs and development of community life."

"The needs of a community," the pamphlet continues, "should determine the form that a memorial should take. The important thing to consider in the establishment of a living war memorial is the establishing of the kind of memorial which will unite people into a strong community unit. Memorials have little value to a community if they are not living memorials or if they are restricted in use to few people, or perhaps none."

The memorials should seek to accomplish the following:

1. Serve the greatest possible number of people.
2. Be located to serve best all of the people in the community.
3. Perpetuate the memory of those who gave their lives to their country.
4. Honor those men and women who served their country in the armed forces.
5. Have facilities which will serve the entire community, young and old, for twelve months of the year.
6. Provide for the welfare of the men and women of the armed forces as they are discharged from service.

The pamphlet offers four suggested floor plans to accommodate memberships of approximately 150, 200, 600, and 1,000. They are designed to include the following facilities:

(*a*) A spacious assembly hall or auditorium with stage, equipped with removable seats or chairs. This hall should be suitable for all forms of dramatic productions, concerts, movies, lectures, and other community events. It should have a separate outside entrance, but should connect with the central unit of the building in which there are conveniently located rest rooms.

(*b*) A gymnasium floor with seats for spectators, and showers and lockers. The gymnasium should have suitable floor space for basketball and other floor games. It, too, should be suitable for dances, parties, and other social activities.

("*a*" and "*b*" may consist of a combination gymnasium-auditorium, if desirable and funds are not available for the construction of separate units.)

(*c*) Kitchen and dining room space equipped for preparing and serving meals and refreshments.

(*d*) Club and assembly rooms, office space, storage space for equipment and supplies, game rooms, bowling alleys, pool and billiards room.

(*e*) Committee meeting rooms, and other small rooms for table games, crafts and arts, informal reading, and small group parties.

(*f*) A central lobby and/or large lounge, with fireplace.

(*g*) The service rooms, heater, game rooms, and other facilities, such as bowling alleys may be included in the basement space.

Lately there has grown up throughout the Dominion of Canada a move to make of the memorials to the dead of this war something not only beautiful but useful, which will contribute to the health and culture of the nation in the future. The Gallup poll reported recently that nine out of ten Canadians would like to see the estab-

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"For memorials, let us not erect Victory arches, shafts or sculptured monuments. Let us instead build schools, hospitals, playgrounds, recreation centers which will serve the life of the whole community. Let us dedicate these memorials to our valiant dead. But let us also dedicate them to the living and to the promise of the future." — From *Living War Memorials,* National Americanism Commission of the American Legion.

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From Each According to His Ability

By CHARLOTTE BARTEL
Assistant Supervisor of Recreation
Public Recreation Commission
Cincinnati, Ohio

"PUT YOUNGSTERS to work helping win the war! That's silly. They ought to be kept away from the knowledge of such a terrible thing. And besides, what can they do?" "They can do a lot, a 'whale' of a lot. Witness the job that boys and girls did on the playgrounds of Cincinnati this summer."

Playground leaders and volunteer parents directed a full and varied program of war-centered activities during the past year. While school was going on the Cincinnati children were organized for the sale of war stamps, collection of waste paper and scrap, Junior Red Cross work. When summer came the playgrounds encouraged the youngsters to keep up the good work. A waste paper drive was set in motion with prizes awarded to the biggest collectors. This was highly successful. But it was only a beginning.

At the playgrounds Junior Red Cross Workshops were set up. The Junior Red Cross outlined the program of work and purchased the materials. Parents helped playground leaders in directing sewing, handcraft, art, and woodwork. There was plenty of work to be done and plenty of eager hands to do it.

Girls and boys had their separate goals. The younger girls stuffed toys to be sent to England and to the children of soldiers in this country. They made layettes for the wives of men overseas and joke books for the men in hospitals. The older girls put nimble fingers to work knitting bed

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Plants and Recreation

Extracts from address given in September, 1944, at Cleveland, by William J. Robbins, Professor of Botany, Columbia University, and Director, New York Botanical Garden

THE OPPORTUNITY to enjoy flowers, shrubs, and trees acts as an antidote for the artificiality and tension of city life, relieves the drabness and monotony so frequently associated with existence in a small town or in the country, and satisfies a deep-seated desire in all of us. It cannot be expressed in units of value, though it has been recognized in art, poetry, architecture and design since the beginnings of recorded history. I see it evidenced by the thousands of films exposed by a part of the million or more people who visit the New York Botanical Garden annually; by the letters which come to my desk from those who feel impelled to tell me the "great pleasure it is to wander through flower gardens and conservatories, and to spend quiet, restful, peaceful hours in the grounds," to quote from one of them; by the nearly 150,000 people who in 1938 attended the International Flower Show in the Grand Central Palace in New York City between Monday noon and the succeeding Saturday night with an admission charge of $1.10; by the universal interest in gardening and the numerous organizations associated with it — Garden Clubs, Rock Garden Society, Iris Society, Dahlia Society, Herb Society, Rose Society, Begonia Society, Succulent Society, and so on; by the elaborate gardens maintained by the wealthy, and the plants raised on window sills in country kitchen and city apartment.

Someone has said that gardening and a love of gardens are essential components of a full, sane, and rounded life, and traffic with the soil and the green things that grow from it is one of the noblest and most healthful associations man may adopt. To own a bit of ground, dig it with a spade, plant seeds and watch them grow is a most satisfying thing, and fondness for such activity often comes back to a man after he runs the round of pleasure and business. As Henry Ward Beecher once wrote, every book which interprets the secret lore of fields and gardens, every essay that brings us nearer to an understanding of trees and shrubs and even weeds is a contribution to the wealth and happiness of man.

A garden gives the possessor fruit, vegetables, and flowers; it also teaches patience and philosophy, pacifies and heals the body and the mind. This is recognized in the employment of gardening in occupational therapy by hospitals and prisons, a practice which has been used successfully and is increasing. Oscar Wilde, writing of his own experience in an English jail, said:

> But neither milk-white rose nor red
> May bloom in prison air
> The shard, the peddle and the flint
> Are what they give us there
> For flowers have been known to heal
> A common man's despair

At the New York Botanical Garden some years ago we received an anonymous gift of money from an individual who stated that it was sent because the opportunity of enjoying the plantings in the Garden had prevented self-destruction. If one person was impelled to express his appreciation in this fashion there must have been many others less articulate or with smaller need who have felt the influence of plants in time of stress. I believe that in the brave postwar world many are now planning, gardening will be recognized and given an important place because of its occupational and spiritual values. — From *Science,* November 17, 1944. Used by permission.

More plants are being grown in ornamental pots in windows now than ever before. This has brought about the propagation of a wide range of fascinating plants for this purpose. Not only that, but they are now easily available from greenhouses and even five-and-ten's and chain grocery stores. However, when buying them from places that do not make plants their specialty, be sure they are alive when you buy them. Many are available for as little as ten cents.

The speed with which these plants grow depends on the kind of plant, how good it was when you got it, and how well or how roughly you treat it. Little plants on a cat's back or donkey's pack have but little soil and consequently will not grow as quickly as those in normal amounts of soil.

Remember—all plants except those of certain types, indicated later, want plenty of sunshine to live and to grow. Even these will grow better if given ample sunlight.

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Don't miss the fun of raising plants inside your home! Here are a few suggestions which should help. They are taken from the Farm and Home Garden Club News Letter issued by the Cooperative Extension Work in Agriculture and Home Economics, Ohio State University.

Types of Plants

Succulents. So-called because of their thick, fleshy leaves and stems, all of these plants require plenty of sunlight to thrive. They are well adapted to window gardening because of their ability to withstand dry atmosphere. They are grown not only for blooms but for their colorful and fascinating foliage and habits of growth. Coming from many different countries and continents, their habitats give us a fine lesson in geography. Africa, India, South America, Central America, Mexico, southwestern United States, Canary Islands, West Indies, Europe, Japan, China are all represented.

Some of the groups or genera most commonly grown include Agave, Aloe, Crassula, Echeveria, Euphorbia, Haworthia, Kalanchoe, Mesembryanthemum (Fir Marigold), Rochea Sedum (stonecrop), Sempervivum (houseleek), Stapelia (carrion flower). Each one of these groups contains many individual kinds or species.

Cactus. Although all forms of cactus do not come from desert regions, they all lend themselves to house culture.

Flowering Plants

Although many house plants have conspicuous flowers, but few of them are produced sufficiently, profusely, or continuously to be grown primarily for their blooms. The few that are satisfactory include African violet; Impatiens sultani with salmon, pink, and dark pink flowers; flowering begonias, such as Erfordia, luminosa, Vernon, Christmas cheer, gracilis, and amaryllis.

Foliage Plants Other Then Succulent and Cactus

Ferns. Holly fern; bird's-nest fern; dwarf Boston ferns

Vines. Grape ivy; English ivy (there are many varieties); devil's ivy (philodendron); silvery ivy-arum (Pothos); wandering Jew; Nephthytis

Peperomia; Antherieum (St. Bernard lily); Bowstring Hemp (Sansevieria), incorrectly called snake plant. There are at least five varieties available: Coleus, baby's tears, Rex begonia, Chinese evergreen, strawberry geranium (Saxifrage).

English ivy, devil's ivy, grape ivy, ivy-arum, Chinese evergreen, and peperomia are among the plants that will live with little sunlight.

Care of Plants

Watering is the key to success or failure with any plant. Cactus and succulents take less than other plants. In fact, very little when not actually putting out new leaves or blooming. On the other hand, Jews, begonias, and ordinary plants must never be allowed to dry out completely. Always keep the soil at least slightly moist, but never muddy. This may require watering once a week, twice a week, or even every day. You have to keep watch to see they do not suffer. Each time they dry out so they wilt, the microscopic feeding roots are killed and new ones must be produced before the plant can take water and nutrients from the soil.

Soil for Window Plants. Mix the following, then sift through ¼ inch screen: one part leaf mold or peat moss and two parts garden loam. Add one teaspoon of 4-12-4 fertilizer to each two quarts of soil. For *begonias* and *ferns,* add one part of sand to the above.

Potting. Do not put in too large a pot. Pots may be clay or glazed, with or without drainage hole. Firm soil well so no air pockets are left in pot. Leave ¼ inch from top of pot empty for watering.

Repot most plants once a year. Early fall is a good time for most of them; otherwise, when they are not making active growth.

Fertilization. Always mix fertilizers with soil when potting. Besides this, fertilize at least every two months, preferably every month from March to October. Use ¼ teaspoon of 4-12-4 to a 4-inch pot; less for smaller pots, more for larger.

Cactus in the Home

You will find cactus growing a fascinating hobby with unlimited scope, for in the cactus family there are 125 genera or groups containing a total of over 1,200 species or individual kinds. Besides this, there are innumerable additional variations or varieties of the 1,200 species. Some have common names; many do not, but each has a scientific name which is universal the world over. Some of you will want to know the names of the plants you are growing, but others will be satisfied to say, "This is a cactus."

The cactus is entirely a native of this hemisphere, with but one or two exceptions the different forms being found according to their growth requirements in various parts of South America and North America. Cacti will vary in size from tiny species less than an inch high to huge tree-like forms thirty to sixty feet high. Some grow upright; others spread out to form mats. Some have thorns while others do not, and some have spines.

All cacti are sun-demanding plants so must be grown where the sunlight is ample. Some grow in ordinary soil with normal moisture, but many grow best under desert conditions with rain or water only at certain periods of the year. All cacti bloom, but some do so much more frequently, more profusely, and more easily under home conditions than do others. Some are fast growing; others grow extremely slowly.

Culture. Cacti may be grown in either clay flower pots or in the more decorative glazed containers. Even metal containers such as tin cans may be used. Care must be taken not to overwater those in glazed containers, especially if there is no drainage hole in the bottom.

Soil. The soil should be mixed to contain ⅓ sand, ⅓ leaf mold, or peat moss, and ⅓ soil. Have the soil slightly moist but not wet when potting. For the beginner, it is best not to add fertilizer to soil, as the more succulent growth is apt to cause trouble.

Potting. The use of gravel or broken pots in the bottom of the pot is not necessary, if watering is done carefully. Its main value is for greenhouse culture, where everything is watered with a hose. When potting, set the plants the same depth in the soil at which they were growing before. Deep planting may rot the base of the plant. Always leave a quarter of an inch between the top of the soil and the top of the pot for watering.

Watering. A cactus does not require as much water as do ordinary plants with leaves. During the late summer and early fall, water but little, keeping the soil so it is barely moist. As a dry cactus starts to green up and show signs of growth, give it more water. This may be done once or twice a week, depending on how fast the pot dries out. During this period of growth, and through the summer, the soil must be kept fairly moist, as in the case of the geranium or African violet.

What Cactus to Grow. Some cacti are grown for their interesting forms; others, for their flowers. Grown for their interesting habits of growth alone are the Old Man cactus, Organ Pipe cactus, Rabbit's Ear cactus, Rat-tail cactus, Fish-hook cactus, and Golden Ball cactus. Those grown mainly for their flowers include the Christmas or Crab cactus, Night Blooming Cereus, and Orchid cactus.

Where to Go for Cactus Plants. Cactus plants collected in the desert are not nearly as satisfactory as those that have been grown under cultivation. You may buy seedlings, rooted cuttings, or potted plants from your local florist or even the ten cent store. There are a number of firms, especially in the southwestern part of the country, that specialize in cacti. Their addresses will be found in garden magazines.

The Cactus and Succulent Society of America, Box 101, Pasadena, California, has two inexpensive, practical books: *Cacti for the Amateur,* and *Succulents for the Amateur,* both by Scott Hazelton.

Garden Information, a Floriculture Bulletin issued by Ohio State University, contains much source material of interest to indoor plant growers. Under the classification *House Plants* the following books are suggested as helpful sources of information: *Adventures in Dish Gardening,* by Pattern Beard; *The Indoor Gardener,* by Daisy T. Abbott; *Try These Indoors,* by Allen Wood; *The Window Garden,* by Bessie A. Buxton; *House Plants,* by Marjorie Sulzer; *Grow Them Indoors,* by Allen Wood; and *Gardening Indoors,* by Rockwell and Grayson. A number of books on Soilless Culture are also listed, among them *The Complete Guide to Soilless Gardening,* by William F. Gericke; *Soilless Culture Simplified,* by Alex. Laurie; *Gardening Without Soil,* by Arthur C. Pearson; and *Chemical Gardening for the Amateur,* by C. H. Conners and V. A. Tiedjens.

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On to Victory

Philadelphia's Story of 1944

PHILADELPHIA'S two million people spread over the "new" and the "old" city. Many of them live in apartments and duplex houses, swelter (come June) in the humid heat that burns from the city's streets and buildings, escape to Fairmount Park in the cool of the evening. There are many human resources in the City of Brotherly Love, resources waiting in the war summer of 1944 to be harnessed for creative recreation.

The Bureau of Recreation set out to do that harnessing. For the summer's slogan they took "On to Victory," and they geared their playground plans to that phrase. Their program was three-faced. Its three faces were health, service, morale. The over-all aim was to combine fun with earnest effort during the nine weeks of playground activities.

The Face of Health

The main feature of the health face was a swimming campaign: "Learn to Swim! Help to Win!" The *Philadelphia Daily News* publicized the campaign. Huge placards—informational and interest-provoking—were placed conspicuously at the pools. School children were told about the campaign before the schools closed, for the Board of Education was cooperative. A series of graded tests for boys, girls, men, and women were posted. All who passed the tests received achievement cards. Additional cards were supplied by the Philadelphia Association for Health, Physical Education, and Recreation for all school boys and girls who passed the tests. These cards were returned to the respective schools and awarded at a special assembly. A total of 6,244 boys and girls, men and women passed the tests.

The Faces of Service and Morale

The service face and the morale face tended to make a montage. Certainly they merged around the edges, because with services—morale mounted higher and higher.

Handcraft classes, for instance, were made into sources of supply for the armed forces and their

Stuffed animals for children of men in the armed forces were one product of Philadelphia's playgrounds in 1944

Courtesy Department of Public Recreation, Reading, Pa.

families. Girls and boys and women worked primarily in the interest of wounded veterans and the children of wounded veterans. More than 5,000 articles were made and presented to the American Red Cross and the Salvation Army. A collection of lap robes, afghans, stuffed animals, ash trays, book marks, scrapbooks of crossword puzzles, memo pads, and other useful articles piled up as a result of the summer's work.

Salvage groups were organized early in the summer for the collection of waste paper. Boys and girls worked diligently and tons of paper were brought to the centers. From the centers it was taken away by the local waste paper dealers. The money accumulated was used for various purposes. Baseball teams equipped themselves with uniforms, parties were held at the end of the season, a few groups organized moonlight boat rides and picnics.

Many services were rendered to members of the military forces. A group of 120 women marines came three times a week for instruction in swimming and lifesaving. They had special hours and special instructors. During the streetcar strike special hours were set aside for swims for the troops. Shower facilities were placed at their disposal in the recreation centers. Members of the communities provided soap and towels for the boys. Women of the neighborhoods planned and cooked dinners which were served in the recreation centers to the soldiers. A feeling of warm hospitality prevailed during the entire time that the soldiers were on duty in the city. All branches of the armed forces used the playgrounds regularly for baseball and softball games. The uniformed groups attracted large crowds of neighborhood spectators.

Experience improved the success of the Victory Gardens grown in 1944. Large areas were set aside on the playgrounds and divided into plots which were allotted to community members. Applications for gardens exceeded the number of plots available. Plots were allotted in the order of requests. Veteran growers helped others by passing on their knowledge and experience to embryo farmers. Good fruitful gardens and strong community spirit developed. There's nothing like a garden to get neighbors to know neighbors.

A "Stay-at-Home-Vacation" project was promoted on the playgrounds in cooperation with the Office of Defense Transportation. Slogan contests were held to popularize this movement and impress people with its importance. Winning slogans were placed on bulletin boards. Interesting programs were scheduled on the playgrounds to provide fun for everyone in the entire community.

To reach those who were drifting, and to help those who were seeking a safe social anchorage, a city-wide club system for teen-agers was planned. The clubs were officially opened on May 1, officially termed Phila-Teens. Each of the forty-five recreation centers had a separate chapter. Registration blanks and individual membership cards were issued for enrollment of the members. The clubs were self-governed and self-operating as far as possible. Recreation leaders at the centers were always available for guidance and assistance. Over 400 clubs were in full swing when the summer closed. Their membership totalled over 6,000 boys and girls. Clubs for dancing, just getting together, softball, and general athletics predominated. Picnics, parties, moonlight boat rides, street dancing, swimming, outings were the order of the teen-age day and night throughout the summer.

The following chart shows how special activities were scheduled:

WEEK OF	ACTIVITIES
July 3—Independence Day Celebrations	
	Neighborhood parades, bands, patriotic songs, speeches, games, contests, sports
	Display of United States flag and flags of United Nations
July 10—Safety Week and Salvage Week	
	Organize safety groups and salvage groups
	Conduct safety contests including slogans, rules, songs, and posters
	"How Safety Helps Win the War Effort"
	Safety stories, plays, and games
	Begin weekly collection of waste paper and sell to dealers

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SAFE PLACES TO PLAY

Playgrounds are safe to play in if you have good leadership and apparatus which is not dangerous.

If you don't have good leadership it is not safe to play in because the bullies will get in and drive the little children out.

In some playgrounds they teach you how to play and not get hurt. In playgrounds there are no automobiles to get run over or hurt. You have things all ready to play with.

In your own backyard it is safe if you don't have garages where cars are likely to hit you and have to go to the hospital and be operated on.

Be on the safe side and play in safe places.

—From essay by *Louis Faust*, 2nd, eleven years old.

Investment, $1,000: Dividends in Citizenship, Unlimited

By ELLEN E. WOOD
Superintendent of Recreation
Danville, Virginia

JUNE 23, 1944. For weeks the old storage room in the basement had been the scene of furious activity. Boys and girls, appearing as early as five o'clock in the morning, had scrubbed floors and washed windows, rebuilt furniture and made curtains. A thousand dollars from city funds had put in a new floor and a new ceiling, and installed rest rooms. Local concerns had provided furniture, a juke box, a coke bar. Two ping-pong tables furnished by the Recreation Department were in place. Everything was in shining readiness for the grand opening.

The crowd gathered quickly, waited for the signal to begin the festivities. A high, clear soprano asked a question, "Didn't My Lord Deliver Daniel?" The group of young people shook their new clubrooms as they took up the spiritual with enthusiasm and a joy born of having a place of their own.

The place? Danville, Virginia. The occasion? The opening of a teen-age club for Negroes.

The idea of the club had its birth in May, 1944 when a group of Negro boys and girls went to the City Council to ask for recreation facilities—a place where they could meet in comfort and attractiveness and decency in their leisure hours. The Council allotted from city funds the same amount it had provided earlier for a teen-age club for white youngsters. The funds were to be administered through the Recreation Department of Danville.

The opening of the club two months later gave thousands of Negro young people in the city the green light to develop their own recreation activities. The club has been a model of organization and management. The Recreation Department furnishes a paid Negro leader, but the club activities are the responsibility of the members. They run the coke bar, appoint their own clean-up squads, plan their own special programs.

Participation in the club has been high. Seventy-one thousand young people came there during the summer months. Their rules are strict. The club, they feel, is no place for day-time work clothes, for touselled hair or dirty hands. Members must

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Dancing is one of the activities that is always popular when boys and girls gather at Danville's Swing-In Club

What They Say About Recreation

"THOSE OF US who are jealous of our liberties think that in the field of recreation we should passionately avoid regimentation."
—*John D. Wise.*

"If I had my life to live over again I would make a rule to read some poetry and listen to some music at least once a week. . . . The loss of these tastes is a loss of happiness."—*Darwin.*

"It is easier to minimize than to overestimate the significance of play in our national life. We seem as a people to be moving toward a more equitable distribution of income and leisure time."
—*R. Worth Frank* in *Social Progress.*

"The folklore of a land constitutes the unobliterated tracks of both individuals and nationalities that have crossed and dwelt on that land."
—*J. Frank Dobie.*

"It is good to know, as you trip through the National Forests, that they are such a valuable backlog for us all; to feel that you are a part owner and are deeply interested in their protection."—*C. A. Betts,* Chevy Chase, Md.

"Recreational planning so far developed to keep workers fit for the task ahead will seem an amateur effort when we face the final requirements of victory."—*L. B. Icely* in *Manufacturers' News.*

"One of the fundamental needs of children is that they come to develop as independent personalities within a larger social framework."
—*Dr. Horace G. Miller.*

"Let us work to increase the number of sports participants. Good morale will be an inevitable outcome."—*George T. Stafford,* Ed.D.

"Of all the stunts that men can do,
From flying down to talking;
The exercise that beats them all,
Is just plain honest walking."
—*Henry Thacker.*

"As someone said recently, 'We used to walk to reduce; now we are reduced to walking'—and that is a good thing."—*Think,* February 1943.

"Despite the importance of the seashore in the life of the nation, less than one per cent of the total coastline of the United States is in the public ownership, either Federal or State."

"The essence of amateurism is this: there shall be nothing at stake except the winning of a game played by the established rules, played at the best of each player's skill and effort, played because the contestants wish to play it."—*Helena M. Kees.*

"Milton, the blind, who looked on Paradise;
Beethoven, deaf, who heard vast harmonies;
Byron, the lame, who climbed toward Alpine skies;
Who pleads a handicap, remembering these?"
—*Violet Alleyn Storey.*

"Books worth reading once are worth reading twice; and what is most important of all, the masterpieces of literature are worth reading a thousand times."—*John Morley.*

"Music is essentially a social art which can be utilized effectively for the promotion of friendly feeling and the satisfying of the social hunger in all human beings."—*Mrs. J. W. Heylman* in *Bulletin* of Illinois Congress of Parents and Teachers.

"Due to the complexities of our present-day civilization and the strain under which we now live and work, relaxation is just as much a necessity as food and drink."—*John W. Eggleston,* Justice of the Virginia Supreme Court.

"What lovelier or more effective recreation is possible than the beautiful and essential rebuilding of our spiritual power?"—*Daniel J. Lord,* S.J., in *Hours Off.*

"The nation that can sing and make a joyful noise before the Lord has the spirit of victory in its heart."—*William Allen White* in *The Etude Music Magazine.*

"The neighborhood is the most promising unit in which to develop suitable recreational resources because a greater feeling of stability and belonging can be developed on this basis than in a wider organizational unit."—*Peter Blos* in *Social Action.*

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A Day in Pinneys Woods

By PETRONELLA R. TACIONIS

An Outdoor Party in Tune with the Times

CELEBRATE with a "this-is-the-army" theme for your next party or recreation group. Indoors or outdoors—for large or small groups, children or adults—this can be fun. Use your ingenuity in planning this party.

Parties built around military themes were highlights at Bradford Playground in Upper Montclair, New Jersey. This outline of Bradford activities on one day will show you how it was done:

Army Order of the Day	Navy Order of the Day
1. Flag raising	1. Flag raising
2. Recruiting for:	2. Enlistments for:
a. Air corps	a. Coast guard
b. Infantry	b. Air corps
c. Cavalry	c. Seabees
d. Commandos	d. Navy intelligence
3. Induction	3. Induction
a. Intelligence test	a. Intelligence test
b. Oath	b. Oath
4. Basic Training	4. Boot Camp
a. "Off to camp"	a. Being Sea-soned
b. Calisthenics	b. Rope climbing
c. Obstacle course	c. Target practice
d. Target practice	
5. Reconnaissance duty	5. Out to sea
6. Mess	6. Chow
7. Lowering of flag	7. Lowering of flag

Tell your fun seekers that they are in the army now and it's the G.I. way of doing things!

First on the list should be flag raising. Then start to recruit. Have an enlistment center. A table or a desk will do. Have each candidate sign up for service and to make it more realistic make your own funny intelligence test.

Sample I.Q. test question:

Q. Do you always put the right shoe on?

A. Of course. You don't put the wrong one on!

Have each write his own oath of allegiance. Be sure you have enough pencils for the test. Collect tests after they have been completed and answer the questions. Now that all of your candidates have passed the tests with only the highest marks, assign them to the various branches of the army such as the air corps, infantry, cavalry, and commandos. Give each group a different insignia to wear.

Your units organized, select a shy person for the good old bossy sergeant. Tell him to get his men in order and march them to a designated spot, having each group side by side.

Now you are all set for basic training, which may include various activities, depending on the type of group you have and whether you are having indoor or outdoor activities. For instance, "off to camp" means a nice hike through the woods or what-have-you.

In any group there are always a few people who think they know their exercises, and of course they will be your leaders! For more fun, if you are not aiming your program toward body building, get your leaders to give a pep talk on why calisthenics are necessary to health and good appearance. Then have them do finger or toe exercises for the group to follow!

At Pinneys, the obstacle course consisted of ladder climbing, crawling in and out of the "dog house," running through paths and rope swinging.

Target practice on army day meant throwing bean bags into a basket from varying distances, each distance having point value with a possible score of a perfect 100. On our navy day a big gray-colored barrage balloon, constructed from wire and heavy paper, was suspended on a clothesline between the barn and a tree. The balloon could thus be moved back and forth, and this really lent excitement to the day! Each player was supplied with a bean bag which he aimed at the target. The object, of course, was to demolish the balloon to paper bits.

Reconnaissance duty can always be fun—especially when there is a big surprise awaiting the lucky finders. At Pinneys, reconnaissance duty meant searching for a treasure, not an enemy. Watermelons were hiding in the woods! Each sergeant had to organize his men and advance with the group in the most secret fashion. As soon as a group found the treasure, the sergeant reported the find to headquarters and his men retired. Of course they kept the whereabouts of the treasure a secret while other contingents were still on duty.

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Franklin Delano Roosevelt's Messages to the National Recreation Congresses

FRANKLIN D. ROOSEVELT believed heartily in the National Recreation Congress, and throughout his period in the presidency gave his support to it and gladly put the weight of his office behind it.

In 1934 the Congress was held in Washington. Those were the dark days of the depression. Mrs. Roosevelt addressed the Recreation Congress and the President received at the White House a committee of the Board. At that meeting in the President's Office, Mr. Roosevelt spoke of his belief in recreation and told of a program he knew about personally in a Georgia community. At the close, when William Butterworth, at that time President of the United States Chamber of Commerce, asked him for any final word for the Recreation Congress, the President said, "You are doing a bully fine job."

"We in the United States are amazingly rich in the elements from which to weave a culture. We have the best of man's past on which to draw, brought to us by our native folk and by folk from all parts of the world. In binding all these elements into a national fabric of beauty and strength, let us keep the original fibers so intact that the fineness of each will show in the complete handiwork."

IN 1935, just a few days before the Recreation Congress opened in Chicago, Dr. John H. Finley received a letter from the President which contained these two paragraphs:

"You know how heartily I believe in the adequate provision of opportunities for recreation, and how through the years I have cared for the work of the National Recreation Association. I rejoice in the growing public interest in this subject as evidenced by the fine facilities now being provided by the government—federal, state, and local—for the enjoyment of the people.

"Of even greater importance, in my opinion, is the definite recognition that the field of recreation is a fruitful one for those desiring to render notable public service. I earnestly hope that in each of our local communities men and women interested in the public welfare will give increasing thought and time to this great cooperative, democratic method of providing recreation for all the people untrammeled by any motive except that of living fully and richly."

IN 1939 the President's message was touched by the shadow of war looming over the world:

"The Twenty-fourth National Recreation Congress will meet this year under unusual conditions of strain throughout the world. While little children in some countries are carrying gas masks and living in hourly fear of bomb raids, American children are still free to play, to sing, to dance, and to grow as normal, happy children should grow. Your great Recreation Congress may well pause and give thanks for such God-given blessings.

"To the National Recreation Association in whose work I have been interested for so many years must go credit for constructive achievements. Whatever the time and whatever the task, the full power of the National Recreation Association has been put behind those aspects of American life which bring the most genuine human satisfaction."

IN READING the President's message as a whole, one is struck by his emphasis on the value of recreation to all human beings—children and adults—by his words of praise and encouragement for what was being done, and his suggestions for new ways to carry forward his ideas on recreation. Over and over he rejoiced in the existence of the National Recreation Association, and gave unstinted commendation to its purpose and spirit. The 1940 letter is an example:

"The recreation movement in America is one of our richest resources. It is not only a manifestation of our capacity for finding life in the face of pressing problems, but is an example of how our normal social forces may be used in times of emergency.

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"For many years, I have followed the work of the National Recreation Association. I know what it has done to keep life and laughter in the hearts of childhood; what it did to provide wholesome recreation programs for the unemployed during the depression; its present readiness to serve by putting its full power behind those aspects of American life which eternally bring the deepest human satisfactions."

THREE MONTHS before Pearl Harbor, as the Recreation Congress gathered in Baltimore at its first Defense Recreation Congress, the President's message to Robert Garrett, Chairman of the Board, was as follows:

"The delegates to the Twenty-sixth National Recreation Congress, to whom I send hearty greetings, will be challenged on the very threshold of their thinking by the fact that all they hold dear in life, and the ideals and principles they cherish in their work, are threatened by a great anti-social power. Nevertheless, the work of the Association and all of those agencies working with it in this Congress is a great asset in these critical times. The strains of life deepen—there is much to crush out its joy. But as a people we must strive to be happy while at the same time we train for defense or bear the restrictions of priorities.

"In addition to your regular recreation service to boys and girls so essential to their normal development, I call upon you and all recreation workers and agencies to strengthen your service in behalf of the young men in the armed forces of the nation, in behalf of defense industry workers, and in behalf of the civilian population. We are only as strong as our morale. Your great task is to help build the morale of the American people, now called upon to perform an historic role."

THE LAST Recreation Congress message to come from President Roosevelt was to Howard Braucher in July 1942. As usual, he thought of the recreation movement in large terms and of its leaders as doing a significant job, and his mind was always on the roots of the movement—the local community.

"The inventive genius and organizing power of our people gave us the economic freedom that made possible the widespread development of recreation for all the people. Now that we are at war we are fortunate in having this rich resource of recreation to give us physical, mental, and spiritual power for the titanic task at hand. You who have devoted your lives to this movement well know that unless its full resources are geared to the war effort till victory comes, all that you hold dear may be lost for generations.

"I rejoice in the fact that the strength of the recreation movement in America stems from a deep feeling of community responsibility, and I am greatly encouraged by the reports received of what communities are doing through their local governments and voluntary community committees."

"The recreation movement in America is one of our richest resources. It is not only a manifestation of our capacity for finding life in the face of pressing problems, but it is an example of how our normal forces may be used in times of emergency."

PERHAPS NO ONE MESSAGE better illustrates what President Roosevelt believed about recreation than the one sent in 1938—not to the Recreation Congress, but on the occasion of the founding of Joseph Lee Day. Here is his philosophy of recreation; here is commendation for a gallant leader; here is his appeal to us all to continue to serve the recreation movement.

The full letter written to John H. Finley in May 1938 follows:

"I am heartily in accord with the idea of setting aside a special time to pay tribute to the life and work of Joseph Lee. His simplicity, his humor, his philosophy, his integrity, his courage endeared him to all who came to know him and work with him—and these were legion.

"He saw that for children play was the serious business of life; that for youth recreation was an important school for citizenship; and that for adults leisure rightly used meant the difference between mere existence and fruitful living. The genius of Joseph Lee lay not alone in seeing these things. He used what he was and what he had to forge the machinery necessary to make them real in American life.

"Today, in the far-flung communities of a great nation, children are happier, youth is better served, and men and women have a chance to live more richly because of the life and work of Joseph Lee. No greater tribute could be paid to him than to have a share in helping to strengthen and build further this vital part of our community and of our national life."

A Realistic Postwar Plan

By JAMES E. ROGERS
National Recreation Association

FOR THE PAST YEAR Yonkers, New York, a city with a population of 143,000, has been acquiring about twenty park and playground areas in different sections of the city serving practically every neighborhood. The City Council by law has designated most of these areas as parks and playgrounds, and favorable action on the others is assured.

Some of the sites are a good size, being 10, 15, or 20 acres in extent. A large river-front park is planned which will extend about a mile and a half along the Hudson River and will contain approximately 2,800 acres. This has already been started by the acceptance of a 400-foot water-front area. Most of the sites will serve different purposes as playfields, playgrounds, and park recreation centers. Several will be used as scenic spots, with excellent panoramic views of the river and the surrounding country.

In acquiring its new areas the city is planning not for the next five years but for fifty. The splendid accomplishment of getting title to these areas and of having them legally designated unanimously as parks and playgrounds has come about as the result of a number of factors.

Recreation is not new to Yonkers. For many years the city has had a Recreation Commission and a city-wide recreation program with a Superintendent of Recreation, James McCrudden, who has occupied this position for more than twenty-five years. Yonkers has not only park and recreation centers but two swimming pools. The Recreation Commission cooperates with the schools, using some twenty of them as indoor recreation centers. Yonkers knows recreation and wants more of it!

Over a year ago the City Council appointed a Committee on Regional Parks and Playgrounds. The chairman of that committee is former Mayor William J. Wallin, prominent lawyer and citizen, now vice-chancellor of the University of the State of New York, member of the Board of Regents, former member and president of the Westchester County Park Commission. Mr. Wallin has given a great deal of time personally to the planning project, and he has working with him a volunteer committee of key citizens, men and women—a banker, a corporation executive, a well-known real estate dealer, a city judge, and other outstanding citizens. The president of the Recreation Commission is a member of the committee, and there has been a close tie-in with the city government and the Recreation Commission. All of the committee members pay their own expenses, and the entire project has been one of public service without cost to the city.

Yonkers, New York, is not just talking about acquiring parks and playgrounds in the future. The city has gone into action and is getting these areas *now!*

One reason for the outstanding success of the project has been the splendid interest of the entire community. The newspapers have given strong backing. Many community and neighborhood meetings have been held, and there has been an excellent educational campaign. Citizens have been interested in securing a park or playground for their neighborhood, and it has been this local all-out community effort which has helped bring about the Council's decision designating twenty areas for recreational uses.

Most of the areas acquired were city-owned, and some of them were tax-delinquent properties. However, the task of getting the City Council to designate the areas as recreation centers was not easy because many of them were valuable, and there were offers by private individuals to purchase them at prices difficult for the city fathers to refuse, since the transaction would mean considerable financial gain to the city. In one neighborhood, for instance, there was a large site admirable for recreational use as a unit. An individual wanted to purchase part of this valuable property, and the temptation to the city to sell it was strong, but the neighborhood people met and petitioned the City Council to acquire the entire area for recreational purposes. It is significant that neighborhood groups asking for properties have insisted on large areas which would insure play space of ample size.

The committee did not start with an over-all plan. This was wise strategy, for starting with a large, ambitious plan would have frightened everyone concerned. Instead, the committee began in the neighborhood

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A Miniature Orchestra

By HELEN BARNHART and MARGARET ROWE

THIS IS THE STORY of a project created by grade school youngsters in their club—as they themselves have told it. The program came out of a discussion of the question, "How can we improve our club programs?"

This material represents extracts from an article published in *Creative Schools*, the twenty-third Yearbook of the Department of Elementary School Principals of the National Education Association, Washington, D. C. Used by permission.

An Idea Evolves

The discussion went like this:

We ought to have more music.

Instrumental music would be better.

Who can play?

My mother says she'll get me an instrument when I pick out the kind I want, but I'm not sure what I'd like yet.

Let's make up a program about musical instruments.

We'd have to see them.

We could go down to the music store and look at them.

We could look at pictures.

We could watch them in the movies.

We could listen to records.

We could make the instruments.

Yes, let's make them!

We could make them out of cardboard and pretend to play them.

Let's make an orchestra!

It would be too big. We haven't room for it. Some instruments are bigger than people. I saw one in a movie just the other day.

Let's make them small and make people to play them.

Let's make a little orchestra on the table in the shop!

We could hide a victrola and let it play records. It would look as if our little people were playing!

We could have a program and invite our parents.

That would make a grand club program!

The Idea Takes Shape and Grows

Once the idea was evolved all kinds of questions arose and were discussed back and forth while the plans for the program grew.

How big shall we make the people?

We want the whole orchestra to fit on our table (6 feet by 8 feet.)

It would depend on how many people there are in an orchestra.

Women should be shorter than men.

What shall we make the people out of?

They'll have to be able to sit down and hold instruments.

Wire would be best. We could make little chairs of wire, too.

How shall we dress them?

Evening clothes, of course. That's what they always wear.

I can bring a picture of a man's dress suit.

How big shall we make the instruments?

That'll depend upon the size of our people.

They'll have to be in proportion.

What shall we make the instruments out of?

We could make them of wood.

That would be too hard. Some of the instruments would be too small.

We could cut them out of tagboard and stick them together with gummed paper, then paint them.

What records shall we play when we give our program?

We could try a lot of records and pick out the best.

We could play solo pieces by different instruments and have someone name the instruments and describe them.

We could find out about great composers and play pieces written by them.

What else could we do when we have our program?

We could sing. We could put on a play. We could have a radio program. We could make favors. We could serve refreshments.

Details Are Worked Out

Deciding on sizes was really quite a problem. It involved the use of ratio and proportion. We didn't think we'd ever really use them! We

couldn't make our people too small because then some of our instruments would be almost too small to make. We decided, after much discussion, to make our people nine and ten inches tall. If our people were to be one-seventh as large as real people, our instruments, of course, would need to be only one-seventh as large as real instruments. We took the actual height of each instrument and divided by seven. It worked!

A set of pictures of musical instruments which we got from the music store certainly came in handy. So did the set of records called "Instruments of the Orchestra." We had a lot of fun finding the right picture and holding it up when the different instruments were played. Once we had a spell down. We listened to the music, then had to name the instrument and spell it. Sometimes we listened to see what instrument was being played on the victrola and then pretended we were holding and playing it. When the record was changed and a different one played, we had to change with it. We liked the movies rented from the state university. It was easy to see from them how the different sections, or choirs, in an orchestra work together.

Courtesy Department of Public Recreation, Reading, Penna.

No horns like this for the miniature orchestra! Theirs were composed of wire and adhesive tape and ingenuity.

We didn't know how to go about making people out of wire so the teacher said she would show us how they did it once in an art class she took. We had fun guessing what her next direction would be. After we got the idea, we guessed right nearly every time. Here are the directions:

1. Bend some wire making one arm, one leg, and a head. (If your figure is to be ten inches tall, it should measure eleven inches from the top of the head to the end of the leg because an inch will have to be turned up for feet. Don't cut the wire—use one long piece.)
2. Bend up for foot, reinforce body, and make other arm.
3. Reinforce second arm and body and make other leg. (In reinforcing, don't wind tightly—let the wire "flow" along.)
4. Reinforce second leg and first arm, both directions.
5. Reinforce second arm, body, first leg, body, first arm, body, second leg, body, and second arm. End with the "hand" of the second arm. Cut the wires at the ends of the arm and, if you have done it correctly, you will have five fingers on each hand.
6. Turn up feet. Make cardboard soles for feet. Tie the soles on.
7. Wind strips of paper around the entire figure tying them on with string. Model a head over the wire head out of pâpier-maché.
8. Bring pieces of old stockings or socks. Sew them on the legs. Model shoes of pâpier-maché on top of the cardboard soles.
9. Wind wire fingers with adhesive tape.
10. When the pâpier-maché dries, paint head, neck, hands, wrists, and shoes with show card color.

From this point on we used our own ideas almost entirely. All of the girls had ideas about evening gowns and some of the boys knew a great deal about dress suits. We drew pictures of evening clothes, then cut patterns out of paper. Finally we cut into our material. We used black sateen for the dress suits and curtain materials of all kinds for evening gowns. Some of the boys were clumsy about sewing, so the girls helped them out. In turn, the boys helped the girls with their instruments.

Since we wanted the chairs to be more or less alike and to fit our people, a few of us took wire home and practiced. It was easy to make chairs, since we already had learned about reinforcing and about letting the wire "flow." We brought back some rather good-looking chairs from which we chose the best one. Then we tried to make our chairs look like it.

It was fun making the instruments because we worked in committees. The committee on stringed

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Playground to City via College

The "author" of this article is not one but many. It was prepared from reports by members of a class in Community Participation at an Ohio University. It may, perhaps, suggest new ways of using volunteers in the playground program.

CLASSES in home economics, sociology, physical education, radio, literature, and education at Kent State University, Kent, Ohio, use the community recreation program for training school experience and survey work. During the summer session of 1943, several interesting projects in community improvement were carried out under the direction of Dr. Marion Van Campen in connection with her class at Kent State in "Community Participation." Accounts of some of these projects follow:

Playground Activities. At the beginning of the playground program, children studied ways in which they could be of service to their community during the summer months. Committees were formed to carry out the activities, and children were permitted to select the group with which they wished to work. Each committee was supervised by a student from the Community Participation course.

One group of children did a splendid job of painting and decorating the playground equipment at Kent's three elementary schools. They chose a chairman for their group and made plans for carrying out the project. Some of the activities in which these children engaged were: sanding the swings, slides, and teeters; mixing the paint for use; soaking the brushes to keep them in good condition; making "wet paint" signs; planning the way to decorate the equipment; and cleaning up and putting away tools after the work was completed.

At the beginning of the project, children had difficulty in living together, and many group problems had to be solved. They had little regard for the rights of others, and they often spoke very harshly to one another. As the work progressed, however, this attitude changed. They learned to live together in a cooperative way, and they developed a concern for the common welfare through the sharing of common interests and experiences. Through working together on group tasks which are real and meaningful to them, they have come to feel that they belong to the community and have a part in it.

Weeding University Campus. A group of children planned, as one of their community activities, to weed the University campus. They came to the grounds every Friday from 1:00 to 2:00 P. M., where under the leadership of group captains, they worked in different sections of the campus. Some weeded flower beds, and others weeded around the shrubbery. Large baskets were filled with the undesirable plants which the children proudly took to the garden for disposal. This project provided an opportunity for the children to share in community responsibilities. As a gratifying outgrowth of this weeding on the University grounds, the children show more interest in their own gardens at home and manifest a functional cooperative enthusiasm toward other community projects.

Control of Soil Erosion and Destruction of Pests. The belief that children owe something to the community of which they are a part, that they should participate in wholesome activities that will develop responsible citizens, and that they should develop community spirit and understanding, were some of the objectives of the program of activities on the Kent school playgrounds.

One activity included the destruction of the harmful tent caterpillar. The children examined the nests and learned of the life history of the pests. They studied the great harm caterpillars can do and saw some of the destruction they had caused. They then learned the best methods of destroying them, and as small groups, located and destroyed many pests. As individuals, the children later went around their own sections of the town, finding the tents in trees, and offering to destroy the nests if the home owners wished them destroyed. Dozens of nests were destroyed, and children told of having their fathers stop on highways while driving around the countryside so that they could destroy nests which had been spotted.

Another activity which the children enjoyed was their work in helping to control soil erosion. They discussed the continuous harm done by erosion and examined the damage done to various fields and gardens. Methods of controlling erosion were explained, and the children actually had the experi-

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Right in Their Own Backyards—and Ours!

By KIRBY STOLL
Superintendent of Recreation
Division of Recreation, Department of Public Parks
Louisville, Kentucky

They found it wasn't necessary to go outside their own Recreation Department for all the talent they needed!

BAD LUCK brought success — double-feature variety—to Louisville's recreation program this summer. Feature one was by radio; feature two by newspaper. Both took recreation straight to Louisville boys and girls in their own backyards and their own living rooms.

We are pleased about the whole thing and tell the story because you, too, may find by a little examination that you have more talent than you think—right in your own backyard, meaning right on your own recreation staff—even right in your own recreation files!

Our bad luck was a very serious polio epidemic which closed Louisville's playgrounds to all children under sixteen years of age early in July—a July marked by particularly sizzling heat. Since there are no fewer than 61,000 boys and girls of school age in our city, and because many of their parents are in war work, the closing of the playgrounds was a matter of real concern to the Recreation Division.

The polio problem brought us an answer to the question, "What can recreation offer over the radio?" Our radio stations had cooperated well with the Recreation Division, so when we began to think of the needs of the children who couldn't come to the playgrounds to hear storytelling we asked ourselves the question, "Why not bring them stories over the radio?"

We turned to the program director of one of the network stations and asked him if he thought that the station would want to undertake this for all the children of Louisville. He was interested but could think of no open time. Finally, as we discussed the idea further, he decided that the morning period of 9:30 to 9:45 would be available. Audition time for the four storytelling leaders on our staff was scheduled for two days later.

It meant quick work, but our four leaders got together, worked up a presentation including the idea of using the score of "Peter and the Wolf" as the theme song, a full list of stories, and an introductory script.

In writing this script we thought of a follow-up continuity idea which would carry the radio storytelling interest back to the playground. The script suggested that each child after listening to the Storytelling Lady see how well he or she could tell the story, practicing it by telling it to the little boy or girl next door. "Then when the playgrounds are reopened," the script suggested, "why not enter the storytelling contest? Perhaps you'll be chosen to tell your story over the air just like the Storytelling Lady!"

The audition of the four recreation leaders proved great fun and was warmly contested. The program director had a difficult time before he finally selected College Junior Nancy Owen as the "Storytelling Lady" of Radio Station WAVE's Magic Carpet Hour.

"Well begun is half done." The Magic Carpet Hour got off to an excellent start when on the morning the Storytelling Lady was to make her bow the *Courier Journal* ran a picture of her with an interesting feature story telling "how Radio Station WAVE, in cooperation with the Division of Recreation, Department of Public Parks, is initiating a program called the Magic Carpet, and out of all the city's recreation leaders Nancy Owen has been selected as the Storytelling Lady whose pleasant voice will bring

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In many localities, last summer, the ingenuity and patience of parents were put to a severe test when playgrounds and swimming pools were closed because of polio epidemics. In North Carolina, state-wide action was taken to meet the situation when the State Recreation Committee, Harold D. Meyer, Chairman, issued a series of bulletins containing suggestions for home play, and sent out a number of radio spots on family recreation to all radio stations in the state.

The bulletins covered game rules, ideas for family picnics in the backyard, and lists of books children would enjoy reading or having read to them. The radio spots, which were short, had many suggestions to offer for happy stay-at-home hours. As a result, many parents wrote to the Committee for help.

Mother Goose Knows Best

Children and young people on the summer playgrounds have made a real contribution during the war years through the sale and purchase of war stamps, through participation in salvage campaigns, and through numerous other channels.

This little play offers four girls the opportunity to present dramatically some of the dangers of inflation. In addition to the satisfaction of publicizing some important facts, they will have great fun giving the play, and their friends will enjoy seeing them present it.

THE SCENE is a bus waiting room. Door at the rear marked TO BUSES. Another door, at right, unmarked. Two benches face each other in the middle of the room, others line each side wall. Time table, Red Cross poster, and War Bond poster are tacked on walls, together with a large OWI poster illustrating the seven points (this should be in a conspicuous position). Any other signs or notices may appear on walls, according to the judgment of the director.

If no scenery or props are available, the playlet may be performed in any room. Instead of benches, chairs may be used. Sound effect of bus leaving may be eliminated. If no auto horn can be secured, voice of driver, male or female, may call "all aboard." Any large poster showing a soldier or soldiers will do for WAC to point out. OWI posters on seven points may be obtained from local OPA office, or by writing Office of War Information in Washington. If there are no "supers" to go through door ahead of cast of characters, they too, can be eliminated. It will require very little ingenuity, however, to make the room look like a waiting room.

As scene opens, bus horn sounds and several people are seen vanishing—in a rush—through rear door. After door closes there is a pause of perhaps ten seconds, then sound of bus starting.

As bus is heard departing, four women rush in through door, right. They are: Housewife, carrying a shopping bag; Teacher, with a sheaf of papers and a small book; War Worker, in slacks and a new fur coat, and with a photographic badge, and a WAC.

They hurry to back door, War Worker leading. She swings door open. Looks out. Speaks, waving others back.

WAR WORKER: No dice, it's gone. Fifteen minutes till the next bus—that costs me a buck.

WAC: And me a bawl out by the sergeant. (*Turns to War Worker.*) Say, do you mean you get a dollar for fifteen minutes? Four dollars an hour, when I'm getting fifty a month!

WAR WORKER: Cool down, soldier. My scale is a dollar an hour — but I lose the whole hour if I'm fifteen minutes late. And, look! Your fifty a month is clear. Me, I have to pay my board, clothes—everything.

TEACHER: Dollar an hour—and dollar and a half for overtime, I suppose?

WAR WORKER: Right. Fifty-two a week, but you earn it. And you don't get it unless you put in your full forty-eight hours.

TEACHER: Still, it's twice what I get for teaching school.

WAR WORKER: So what? So you don't get docked if you're sick, you lay off three months a year, you don't work Saturdays. You keep that schoolteacher complexion, and you don't get riveters' hands. (*She shows hers.*) Pretty soft, I calls it.

During this conversation the WAC, the Teacher, and the Housewife have seated themselves on the facing benches. The War Worker strolls toward the OWI poster and surveys it casually. She turns away, saying:

WAR WORKER: Seven Points Against Inflation. What's this Inflation stuff all about, anyway?

HOUSEWIFE: About you—and me—and them (*she gestures at the WAC and Teacher*)—and—and everybody else. . . .

WAR WORKER: Inflation. Maybe that would make more sense to me if you told me what it means.

TEACHER: In two words, swollen prices.

WAR WORKER: Well, what can I do about them? What can anybody do about them except pay 'em?

WAC: Don't swell 'em.

WAR WORKER: Whaddayuh mean, don't swell 'em?

TEACHER: Seems to me there's an answer to that in this Mother Goose book. Remember Mother

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Goose? (*She turns the pages.*) Yes, here it is —

Oh workman or scholar
Hang on to your dollar
And do not spend it soon,
For every cent
Unwisely spent
Inflates the price balloon.

WAR WORKER: That's not the way I learned Mother Goose.

TEACHER: Well, Mother Goose has been studying economics. This is Mother Goose on inflation—I don't know who wrote it, but I guess the OPA inspired it, because there's a lot about not doing foolish spending in it.

WAR WORKER: What makes you think I spend my money foolishly?

HOUSEWIFE (*to the teacher*): Yes, aren't you sort of judging in advance?

WAC: Maybe it's because we think she's the only one of us who has enough to spend foolishly. Of course *you* may have. . . .

HOUSEWIFE: I feed and clothe five on my husband's salary — and it hasn't been raised — of $40 a week.

WAR WORKER: All right, I'm a plutocrat. Out of $52 a week, when I get it, comes five bucks for war bonds, and nine for taxes—and a couple of dollars for hospitalization, group life insurance, and security. Twenty dollars for board and room. So I have sixteen left. Laundry and other stuff takes five more. So if I spend the other thirteen I suppose I send the price of mink coats way out of sight.

TEACHER: Mink doesn't matter—except to the very rich, and they have only about one per cent of the country's income to spend. But you could send the price of coats like mine—or that new one of yours—out of sight.

WAR WORKER: Who, me? Just with my measly thirteen bucks of loose change!

TEACHER: You and 15,000,000 other women in industry. If they all rushed out to spend that extra thirteen a week it would throw ten billion dollars a year into the market for goods and blow prices through the ceiling. And then you and the other 15,000,000 would be wailing, "Who did this to me?" Mother Goose has something to say on that, too. (*Reads*):

There was a little dope
with a fat pay envelope
And she spent every cent
that was in it.
And she wondered, bye and
bye, why the prices
rose so high
But she never blamed herself for a minute.

WAR WORKER: Who you calling a little dope?

WAC: I don't think she meant it personally. It's something we can all learn from. I know WACs who spend every cent of their pay that the Army doesn't tie down. We'd all be dopes if we didn't realize that that kind of personal spending could add up to billions.

HOUSEWIFE: And I know housewives who are dopes enough to spend like mad just because they've got more money than ever before. Luckily they're in the minority, otherwise I'd have a tougher time with my budget than I have.

TEACHER: Do you know any who patronize black markets?

HOUSEWIFE: No, thank heaven. And if I did, I wouldn't know them long. Why that's practically treason.

TEACHER: Mother Goose thinks so, too. Like to hear what she says?

(*Housewife nods.*)

TEACHER (*Reads*):

There was a crooked woman who lived in crooked style
She dealt at crooked markets with a crooked little smile
She viewed herself as clever with her crooked ration book,
But everybody knew her for a crooked little crook.

HOUSEWIFE: That's the way I feel. But isn't there anything *nice* that Mother Goose says about people who don't cheat?

TEACHER: Let's see. (*She turns the pages.*) Why yes, how about this?

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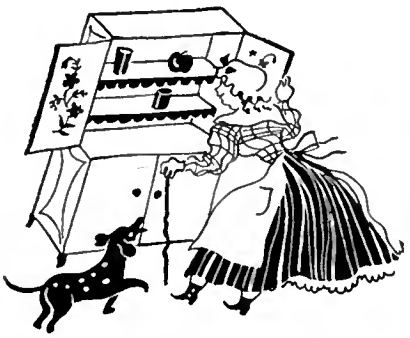


Old Mother Hubbard went to the cupboard
To see what its shelves afforded
Not much in sight, but she felt all right
For none of the stuff was hoarded.

HOUSEWIFE: That's about the way it is with me. We certainly don't live very high, and I haven't had a new dress for a year, and my coat is five years old, but. . . .

WAR WORKER: Miaow. Miaow. Am I supposed to blush with shame because I've got a new coat—the first fur coat I ever had in my life?

HOUSEWIFE: I — I didn't intend to sound cattish. It's a nice coat.

WAR WORKER (*to Teacher*): Well, Miss Goose, has your mother anything to say about the hundred and fifty bucks this coat set me back?

TEACHER: I guess I had that coming. Maybe I *have* sounded a little catty. But — you started asking about inflation, and what *you* had to do with it, or what it had to do with you, and naturally our remarks are likely to sound pretty personal. Sorry.

WAR WORKER: Okay, forget it. I'll be the horrible example or the guinea pig—if it'll help to get this inflation business straight. Shoot.

TEACHER: Good girl. Let's carry on with the coat. It looks as if it's worth $150, so you weren't like Miss Muffet. . . .

WAR WORKER: Mamma Goose again?

TEACHER: Correct. Mother Goose says —

Little Miss Muffet
Bought her some stuff, it
Cost twice what she ought to pay.
Her conscience inside her
Will certainly ride her
And so will the OPA.

WAR WORKER: (*Starts to protest.*)

TEACHER: I said you *weren't* like Miss Muffet, the price is okay. But did you *need* a $150 coat?

WAR WORKER: Try to get a good fur for less—or a phony fur, either. Have fur coats gone up!

TEACHER: Well, then, did you need a *fur* coat.

WAR WORKER: Look, I ride a long way and walk quite a distance. This is a cold climate. I think a good fur is cheaper than pneumonia. Anyhow, I expect to make this coat last a long time.

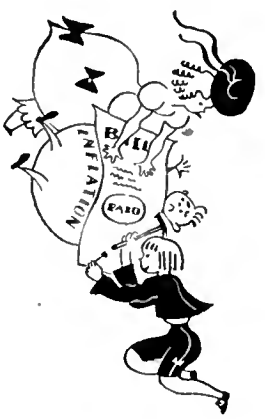
TEACHER: Fair enough. Now, have you paid for it?

WAR WORKER: Who's business is—Oh, I forgot, I'm a guinea pig. No, I still owe seventy-five bucks and I'm paying five dollars a week in quote easy quote payments. What does that make me, a traitor?

HOUSEWIFE: No, my dear, but it makes you an inflator. I've just been reading about that. You see, when you buy on time you create credit and—and—well, that increases spending power and adds to the demand for goods, and that pushes up prices, and that's why the government asks us not to do it.

WAR WORKER: I begin to get a little glimmer. You can spend credit as well as cash.

TEACHER: That's the idea. Mother Goose has something to say about that — in reverse. Listen —



Jack and Jill paid up a bill
A long due obligation.
It was an act by which in fact
They helped to check inflation.

WAR WORKER: Well, I see that. If buying on credit boosts prices, paying up bills tends the other way. I'm beginning to think Mamma Goose is a wise old owl. But what does she say about what to do with what you *don't* spend?

TEACHER: Well, how's this? —

Mary, Mary, don't
be wary
Tell us how your
fortunes grow.
With saved up
sums, life
premiums,
And pretty war
bonds in a row.

WAR WORKER: Thinks of everything,

doesn't she? Maybe she has a rhyme about what I ought to do with this coat, now. Do I take it back, or hock it? Nope—couldn't do that, that would create credit again! What to do, what to do!

WAC: Don't be silly, of course you keep the coat. Only. . . .

WAR WORKER: Only, when I get it paid for, don't buy any more stuff on installments, hey?

TEACHER: Not until we have the Axis—and Inflation—licked.

WAR WORKER: Check! "Cash and carry" is my name from now on. And very little of that! You know, I'm kind of glad you girls got real personal. It's the only way a dumb cluck like me would get sense pounded into her. Now, see if I've got it. I'm not just one Jane—with thirteen bucks a week to spend, I'm one of millions of Janes with loose money. And if each of us millions don't watch our steps we'll all be blowing our loose cash—and more, like me with the coat. Right?

TEACHER: Right.

WAR WORKER: So then prices would go up and up — and . . .

OTHERS: Right.

WAR WORKER: Wait a minute. Why would prices go up? There's a coat to buy—I buy it. There's another coat to buy—somebody else buys it. I don't see how. . . .

TEACHER: Because there's a war on. Maybe there are enough fur coats for everybody that wants one, I don't know, but there aren't enough of most things. There can't be, because half the goods we're making are war goods and you can't buy *them.* So if fifteen or twenty or thirty million women—to say nothing of men—go on a spending spree with this loose money, as you call it, they're fighting for goods that are scarce. Ever been to an auction?

WAR WORKER: Say no more, sister, say no more. I've got a piece of junk home I paid ten dollars for just to get it away from somebody else at one of those auction sales. I was stuck. And if we all started bidding against each other, up go the prices, blooie goes our money, and we'd *all* be stuck.

WAC: (*Getting up and going to a poster showing a soldier in a foxhole.*) We'd all be stuck—and these boys worst of all.

HOUSEWIFE: Why would it hit them any harder than the rest of us?

WAC: Because, if we had inflation, they'd come home to find the money they'd saved — and they've saved a lot — wouldn't buy half what they'd planned to have, and need, to get back into civilian life. They might find the money they counted on to carry them till they got jobs wouldn't last half as long. Remember, their pay is fixed by law. Their wages don't swell when prices swell, the way most civilian pay does. And if those boys came back, after fighting for their country, and found that their country had let prices run away by inflation, it would be just like stealing half of what they'd earned by blood and sweat.

WAR WORKER: Say, they aren't going to have a bad break like that if I can do anything about it.

TEACHER: We can all do something about it. And it calls for nothing but common sense and patriotism.

WAR WORKER: And a string around the bank roll. Believe me, I'm little Miss Miser from here on.

HOUSEWIFE: Oh, you don't have to be a miser. You just have to shop carefully. As it says in a little verse I read today —

Shopping advice —
It's well to heed it —
How fair's the price?
And—do I need it?

WAR WORKER: Shop carefully, says you! Here's where *I* get a little personal, maybe, but us working girls would find *that* a lot easier to do if we didn't run into a jam of homebodies doing *their* shopping just when we come off shift and have a few minutes before the stores close. Those dames have all day to shop—why don't they leave *us* some room when we have to do ours? I'll bet the day shift's fighting to get to the counters right now through a mob of wives that could have got theirs any time, all day. Still, I'll shop as carefully as they'll let me. (*Sound of bus outside. They start toward door. Bus driver opens door and calls out, "All aboard."*)

(*Wac, War Worker, and Teacher go through door. Housewife starts to follow, then lags, indecisively.*)

BUS DRIVER: Comin', lady?

HOUSEWIFE: (*Starts to hurry, then stops.*) No. I'm going to wait until tomorrow morning. The stores are so crowded at this time with war workers that you can't get near the counters.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ANIMAL Wild Life. "The Natural History and Behaviour of the Western Chipmunk and the Mantled Ground Squirrel," by Kenneth Gordon. Oregon State College Monograph. 104 pp. Illus. 75 cents.

Conservation. "We need to face the unpleasant fact that there are two world-wide wars going on —one, man's destruction of man; the other, his destruction of the 'living resources' of nature, upon which his own existence depends. . . . It can be said without hesitation that the velocity of destruction of these 'living resources' not only in this country, but in many parts of the earth is infinitely greater than is generally realized. It would be well indeed if these matters were made the subject, to a far greater degree than at present, of international collaboration. The declining land productivity of a nation can push it into war as readily as some other cause."

"Descriptive Meteorology," by Hurd C. Willett. Academic Press, Inc., 310 pp. Illus. $4.00.

Grasshoppers, a nickname for locusts. To combat locust plagues in the Middle East, an organization has been set up in London under the Anti-Locust Research Center, to send tried poisons to the entire territory and to conduct new local experiments.

"Historical Geology," the Geological History of North America," by Russell C. Hussey. McGraw. 491 pp. Illus. $3.50.

Insect Collectors. "How to Make an Insect Collection." Whiteward's Natural Science Establishment. P. O. Box 24, Beechwood Station, Rochester 9, N. Y. 15 cents.

"Meteorology, a Practical Course in Weather," by George J. Brands. McGraw. 235 pp. Illus. $2.50.

Minneapolis. A cooperative nature program beteen the parks and the Natural History Museum is getting under way in parks and community centers in Minneapolis.

Mountains. Mount Rainier, now covered with a mantle of glacial ice, once was a flaming volcano, and steam jets at its summit melt caves in the snow.

Naturalists. "The Book of Naturalists," edited by William Beebe. Alfred A. Knopf. 499 pp. $3.50.

Nature Museum, Geneva, New York. Opened April 8, 1937. It has three rooms in the Junior High School. Mrs. Hugh Glasgow is the director. Its chief aim is to interest children in living things. Nineteen Junior Audubon Clubs which run through the summer have been started by the museum. It issues a *Nature Museum News* which tells about activities and is accompanied by a hand-colored picture. The volunteer staff deserves great credit. Theirs is a labor of love. Their reward is the enthusiasm of the youngsters. It is necessary to discover in each community the "key" person who not only cares but has the ability and stick-to-it-iveness to work day in and day out to build the basis of nature recreation. Geneva has found this one person.

Nature Recreation is not a process of fact jamming and periodic regurgitation. There will always be stuffed shirts but marked erudition does not guarantee happiness. This is where nature recreation comes in. Nature recreation is something that nature does to the whole human being. It is not a process of mere cerebration. If anything, it relieves brain pressure. It respects knowledge that has as it aim the greatest good for human personality in relation to all humanity.

Outdoor Fun for Youth. Are you alive to what is going on all over the country? Atlanta and Decatur, Georgia: woodlore and nature study in camp. Fees, 50 cents to $2.00 a week. Camden, N. J.: Nature study and hikes on week-ends. Fees, 25 cents to 75 cents. Fort Worth, Texas: Fishing camp ten miles away. Seneca, Illinois: Housing project hikes for teen-agers. Los Angeles, California: Camping trips to 3,000-acre city park. Topeka, Kansas: Week-end school outings to camp. What do you do?

WORLD AT PLAY

The Heart of a City

IN THE heart of Los Angeles lie 425 acres of wilderness. Here in bygone days sheep herders grazed their flocks and miners bruised the earth to search for gold. Here, too, rock and gravel were quarried, and ladies and gentlemen from movieland dashed afoot or a-horseback through the chills and thrills of many a "western."

Now the woods and canyons, the streams and waterfalls, the birds and deer, the history and tradition of these acres are about to become a recreation area operated by the Recreation Commission for the people of Los Angeles. Part of the tract will become the site for three camps, two for younger children, one for teen-age boys, to compare with the already existing camping facilities for girls. The rest of the tract will be controlled by the Commission, safe from the ordinary ills that city property is heir to.

What They Want

THE Chicago Park District queried 20,000 men in service who had formerly been participants in the program of the Park District: "What are you going to want? What should we have ready for you in the way of recreation?" The summary of answers included mention most frequently of sports, social events such as dancing, and a hangout room. Fishing, neighborhood picnic dinners, and similar events were also listed.

Deed in the Present

"WHAT do we offer them? Excellent premises in the center of the city, open all day. There are six large floors—central heating, adequate equipment, and a maximum of color and light. All the amenities dear to the heart of young folk will be there—a cafe, lounge, dancing, dramatic club, and provision for meetings, discussion groups, and a quiet room for reading and writing. There will be a full-time experienced leader to guide, rather than control, the varied activities of the club. Above all, the club will offer to young people an adventure in friendship and in the art of living, as members of a community.

"It is upon our young people that the risks and uncertainties of war fall most heavily. Their peacetime problems are made more difficult when parents are in the Army or on other war work.... This club is a gesture of friendship from the older to the younger folk—a deed in the present, not a vague promise for the future. . . ."

Does all this sound strangely familiar? Do you think it might come from the next town to you? Actually, it is from a brochure issued on behalf of the Jack and Jill Club, Bradford, Yorks, England.

Woolen Woods

FORTY acres of woodland some eight miles from town were deeded to the Indianapolis Park Department with the understanding that it was to be preserved in its native state for the use of nature groups.

The Indiana Nature Study Club has taken a proprietary interest in the area and constructed a building which serves as a meeting place and shelter. Trails have been constructed, and one open area near the river is kept open to serve as a bird observation spot. The Nature Study Club has been largely responsible for this development.

Pottery Classes for School Children

A POTTERY class has been added to the recreation program of the Board of Education of Ithaca, New York. Thirty-eight children enrolled in the evening class which opened in March, and an afternoon class will be started to care for the children who could not be accommodated in the evening class. Moist clay is used, and finished pieces are fired and glazed at the city pottery works.

A Playground for Spokane

THE CITY Park Department of Spokane, Washington, received a proposal which its members welcomed when Mrs. Josie C. Shadle appeared before the department with a suggestion that she donate a playground to the city as a memorial to her husband, formerly director of the Spokane River Parkways Association. The Park Department accepted her offer with appreciation and is now considering several possible sites at which the new playground might be located.

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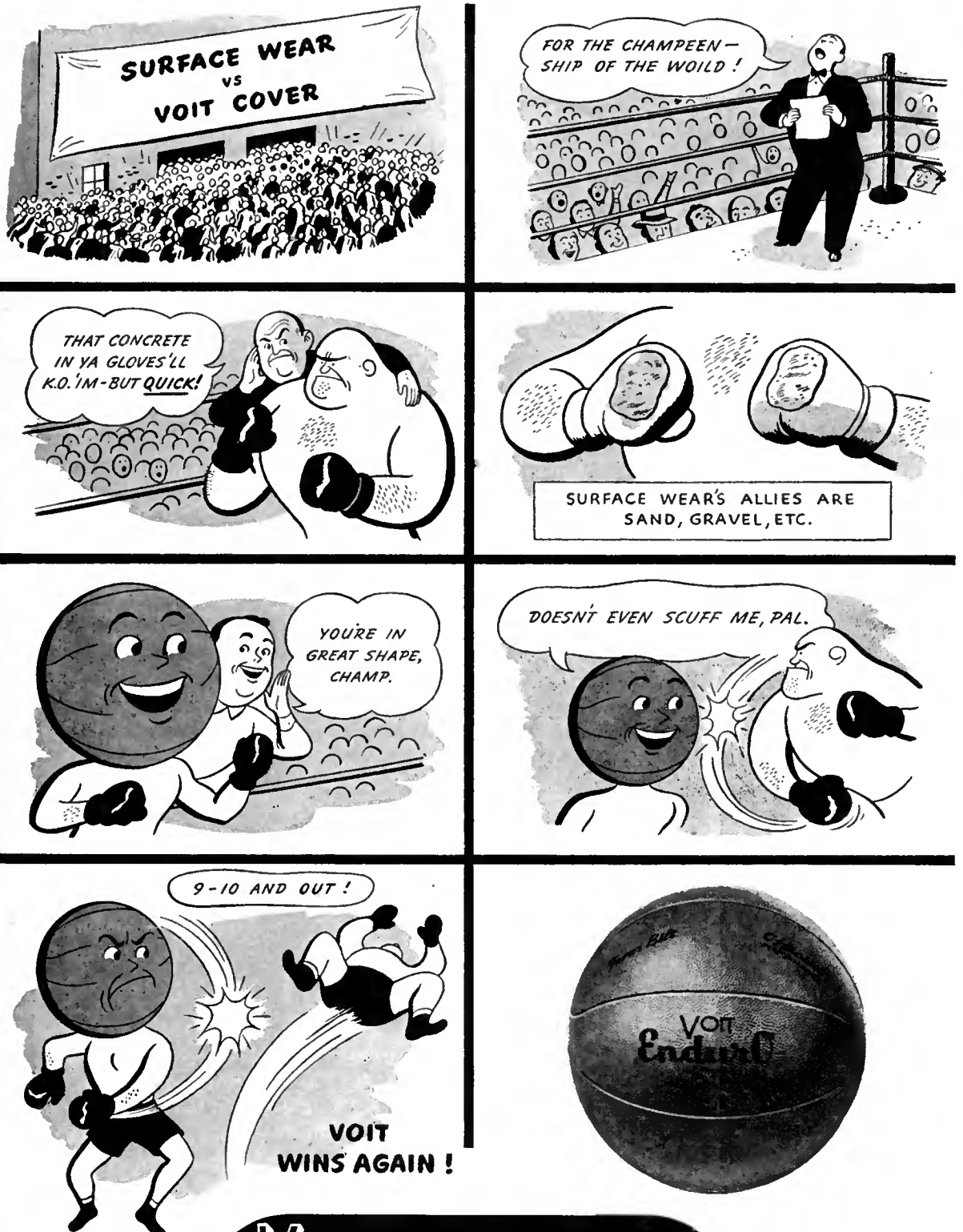

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THE BEST DEALERS ARE VOIT DEALERS

GOING TO BE A PLAYGROUND WORKER THIS SUMMER?

• If you are planning to be a playground director or a playground leader this summer the National Recreation Association has a number of publications which will help you. Here are just a few.

Conduct of Playgrounds . .	**$ .35**
Summer Playground Notebook	**1.00**
Games for Children	**.50**
For the Storyteller	**.35**
Hands Up . . . . . (Hand games, tricks, and finger play)	**.35**
Arts and Crafts for the Recreation Leader	**1.50**
Silver Bells and Cockle Shells (Seven plays and a pageant for children)	**.35**

These are of course only a few of the booklets and pamphlets available. Write to the **National Recreation Association** for a complete list of publications.

Clubs for Older People — As a result of an appeal in a recent issue of the Philadelphia Federation of Churches *Newsletter,* two church groups in that city are opening clubs. At Christ Evangelical Reformed Church weekly clubs are meeting each Wednesday afternoon at 2:30 P. M. Plans are under way for the opening of the second church center in West Philadelphia.

Cultural Recreation for Phoenix, Arizona— The Phoenix Park and Recreation Department has recently added cultural recreation to its program. They have opened a building at Encanto Park where they have classes in art, writing, acting, speech, stage appearance, radio, and photography.

Gas Rationing No Problem for Them—Enthusiastic cyclists have banded together in clubs in Elmhurst, Long Island, and in New York City. The Elmhurst club began life with a membership of thirty boys, pupils at Newtown High School. They call themselves the Newtown Wheelmen and they have laid out a program that includes pleasure tours, racing for individuals, radio broadcasts, meetings, collecting "cyclana," and theater parties. After the club had been in operation for a while the boys decided that they would like to have the girls along on their jaunts, so they opened the membership to the ladies.

The New York Club is the New York District of the Cyclists Touring Club of England. The spring schedule began March 18 with an interborough tour. During summer vacation some members of the club plan to cycle for a week or two in the Adirondacks or on Cape Cod. Since this club has English affiliations dues are payable in shillings.

When the Boys Come Home — Santa Barbara, California, is preparing for a big reception for its returning servicemen, and younger brothers, sisters, and friends are whipping a band into shape for the day of the great return. Under the aegis of the city Recreation Department instruction in a band and orchestra is being given five days a week at schools and playgrounds.

For five months 10,000 citizens worked on raising funds for a civic and recreation center for the returned servicemen. Money has been raised, and a building authorized and deeded to the city. Plans are under way for remodeling it. The finished building will have auditoriums, a craft studio, gymnasium, conference rooms, playrooms, and kitchens.

Recreation in Housing Developments—The February 26 issue of San Francisco *ReCreation* announces that with the completion of recreation facilities at a half dozen or so housing developments the number of recreation units operated in housing developments by the Recreation Department will total nineteen. Facilities include playgrounds, outdoor athletic fields, gymnasiums, and other indoor facilities. A number of the recreation units involve trailer courts and dormitories for men.

These centers are being operated at least twelve hours a day as a result of a cooperative agreement which has been in existence since the opening of the Authority's first housing project in San Francisco.

Folk Dancing and Rehabilitation — Folk dancing should have an important place in the rehabilitation of war veterans, according to Gene Gowing who is conducting square dances once a week at the Seamen's Church Institute in New York City. Every Tuesday night Mr. Gowing appears at the Institute with a fiddler or pianist, and soon the floor is crowded. Mr. Gowing be-

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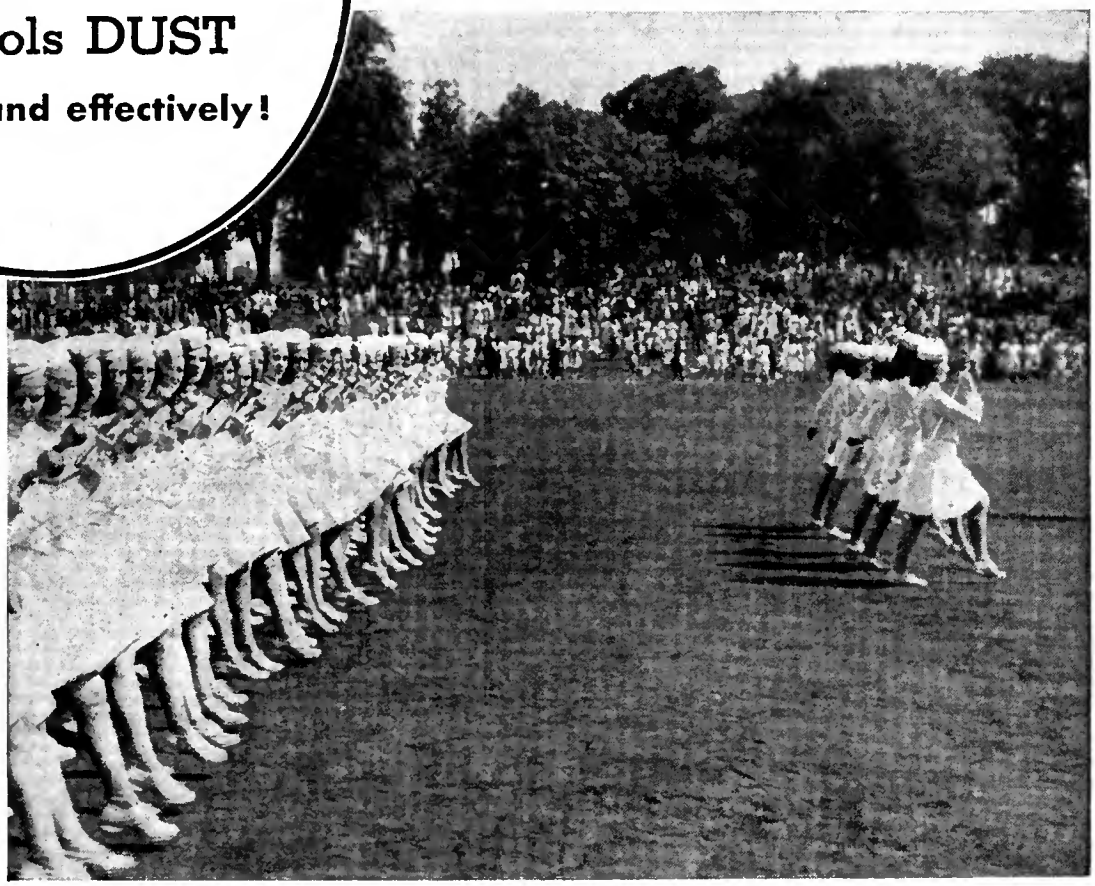

hibition drill at South mmon, Lowell, Mass. ust controlled effec- vely with Gulf Sani- il-Set. Note the clean, hite appearance of niforms and shoes.

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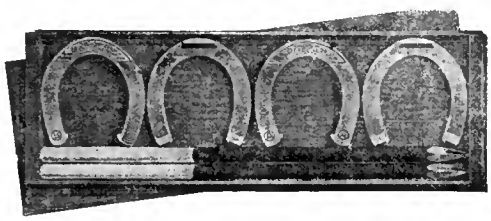

They'll Want Diamond Shoes!

FELLOWS who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

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Diamond Super Ringer Shoes
Diamond Eagle Ringer Shoes
Diamond Standard Official Shoes
Diamond Double Ringer Shoes
Diamond Junior Pitching Shoes
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lieves that after the war folk dancing will become very important in the rehabilitation of both physically and mentally affected veterans. "Square dancing," he says, "is at once exacting and relaxing. You have to listen attentively to the calls, but at the same time you're having so much fun that you drop your inhibitions and genuinely relax."—From the *New York World-Telegram,* June 13, 1944.

Playground Safety — Since the first public playground was opened by the city of Hartford at Pope Park in 1901, only *one* fatal accident has occurred in the twenty-seven outdoor public recreation centers within the city limits.—From *Playground Safety,* published by the Connecticut Highway Safety Commission, Hartford, Conn.

Crafts for Recreation Departments
Write for Catalog
CLEVELAND CRAFTS
Box 2431 East Cleveland 12, Ohio

Philadelphia's Playground Festival—The annual playground festival conducted by the Playground and Recreation Association of Philadelphia last summer commemorated the tercentenary of the birth of William Penn in a program of selected games and dances around the world presented by the children of the tot lots and playgrounds. The finale consisted of a patriotic dance and Victory march, followed by a pact with William Penn: "We, the children gathered here, pledge ourselves to live together in the American way of good will, brotherly love, and equal opportunity for all."

Atlanta Youngsters Stimulate Recreation Plans—Community-minded youngsters in the Little Five Points area of Atlanta, Georgia (1940 population, 442,294), have established a recreation center for the whole family. The center is located in a portable building at a local high school, and will provide adequate facilities for all ages: piano, juke box, soft drink bar and so forth. The school playground will be available for athletics.

It was through the combined efforts of three groups that the community idea came into existence: the Community Council which is made up of leaders of forty-five civic, church, and parental groups in the neighborhood; the Youth Council, made up of former student government members from the high school and the president of the Girl's High student body; and the City Recreation Department.—*News Letter,* December 1, 1944, Federal Security Agency, Office of Community War Services.

An English Orchestra Plays for Children—In the midst of war Birmingham, England, is expanding a twenty-four year old educational program in music. The City of Birmingham Orchestra has been sending sectional and miniature orchestras to the schools and on occasion holding special children's concerts at the Town Hall for many years. This year, with an increased appropriation from "the rates," the string section of the orchestra will give "lesson" recitals in all the Birmingham primary and secondary schools; play concerts by full orchestra in the Town Hall with explanatory talks on music which the children have studied beforehand; accompany music festivals by the children, performances by massed children's choirs, and by pipe and percussion bands; conduct special concerts for "school-leavers" and members of youth organizations.

To Spot the Newest
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The armed forces have had first call upon our expanded production of sports equipment for some time. Our designers have been stimulated, too. Wherever you see the name "Wilson" on any sports equipment you'll know it's the newest and best for 1945. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

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MEMBER: *The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.*

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Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

A Tree for Mothers

AMERICAN FORESTS, published by the American Forestry Association, Washington, D. C., has suggested that the beautiful and meaningful custom of planting a "Mother's Tree" in May, preferably on Mother's Day, be given special observance in a war year.

May 13 will mark the twenty-second anniversary of the "Mother's Tree," a custom originated in 1923 by the late Solan Parkes of Pennsylvania, and later adopted and sponsored by the American Forestry Association. Mr. Parkes as a tribute to his mother planted a white birch, called by Coleridge the "Lady of the Woods," and this was later designated by the American Forestry Association as the national tree to be planted in honor of mothers and motherhood. The European form, *Betula laciniata,* was selected because it is more beautiful in form than our native American or paper birch and also because it will grow almost anywhere except in very arid regions.

Under the Association's sponsorship, white birches have been dedicated to individual mothers, to mothers belonging to the nation, to groups of mothers — even to the mother of the Unknown Soldier at Arlington, Virginia. A "Mother's Tree" stands on the White House grounds to honor the mothers of our presidents, past and to come. At Fredericksburg, Virginia, at the tomb of Mary Ball, mother of George Washington, stands another "Mother's Tree." And on the capitol grounds in Washington a white birch stands, dedicated to the mothers of the nation.

A State Board in North Carolina

THE STATE LEGISLATURE of North Carolina has passed a bill establishing a North Carolina Recreation Commission of seven lay members with an Advisory Committee of thirty members and with an appropriation of $7,500 for each year for two years.

It is true that most states have had for some time boards related to parks, schools, conservation, agriculture, forestry which give some time to recreation, but the new law in North Carolina provides for a state board concerned solely with recreation which is established by the Legislature itself. In other words, something very definite and new has been added.

In bringing about this legislation Harold Meyer has had a large part, not only through his hard work but also through his able leadership.

Painting for Fun

(Continued from page 61)

of the show were, nevertheless, favorable, the *Sun* going so far as to say any professional might be proud to do as well. But what did the amateur's wife say when the plumbing was mysteriously stopped up with plaster of Paris?

The War Department has made an important announcement to the GI's who have taken up art for recreation. The following notice was printed in the February 1 issue of the *Art Digest*: "In order to stimulate interest in art as off-duty recreational activity, the War Department has announced a national Army competition which will culminate in a Washington showing next July. Members of each Army post and hospital may send entries to their service command headquarters for regional exhibition, after which thirty works from each group will be chosen for the final contest at the National Gallery of Art. Awards in eight classes include prizes for oil painting, sculpture, and drawing in the various media."

Having once fallen in love with painting for the fun of it, when the war is over Joe is not going to be content with games which kill time, or with too much commercial entertainment. He will continue to be absorbed in his creative hobby. Who knows? Perhaps we are headed for an American renaissance.

So get your brush, have your fun, and see where it leads you.

Plaster Molding

(Continued from page 70)

their "order books" under the name of the figurine he wanted. No one was allowed to have a second choice order until all first choices were filled. In this way everybody had something to show for this afternoon in the park. Of course, there was some breakage due to increased production, but the broken models were sometimes as well loved by the tiny tots as their perfect ones.

At the next table we set up a "Paint Shop" where boxes of water colors were set out for anyone who wished to color the little figures. Finally, when demand was exceeding production to such a degree that we were nearly frantic, the superintendent asked two little girls who had plaster molding sets of their own to come and help us. We now had at least fourteen molds and five operators—so more people were happier sooner.

We continued molding for over a week, working from two to five hours each day. We used seventy pounds of plaster, which was furnished by the Playground and Recreation Commission. When you consider that the average mold we used required only three heaping teaspoonfuls of plaster you can see that in the course of the week we had made hundreds of figures and plaques. The horse, dog, monkey, frog, and squirrel were the most popular figures, but no one turned down a flower plaque if that was the only thing available. One of the girls who helped us had molds for several sacred images, and these were especially dear to the Catholic children.

We have tried to secure ready-made molds for this summer's work. So far these have not been available. However, rubber cement is still on the market, so we hope to expand the activity in 1945 not only by making more figures, but by making our own molds. Plaster molding was by far our most successful playground activity for the summer of 1944.

The business department was interesting and valuable training for the youngsters. The order department, the painting department, and the actual production department required new interests and initiative from the children in charge of them. It was good training for these boys and girls and they, as well as the smaller ones, were interested in the figures to take home. The children would have spent the whole day at this craft if they had been allowed to do so.

● Yes, America's No. 1 sport is already well in its 106th season. In happier years H & B would be featuring its selected player-models, but all Baseball knows that Uncle Sam's orders for Louisville Sluggers must be filled first — so until victory is won, make last year's models see you through as far as you can. When the boys come home — Louisville Sluggers will again be yours in a wide selection of models for every style of hitter.

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Manufacturers of Louisville Slugger bats for Baseball and Softball; Louisville Grand Slam and Louisville Lo-Skore Golf Clubs.

Enough free copies of these famous books will be sent you for your teams. Write Dept. R.

LOUISVILLE SLUGGER BATS

Playground to City via College

(Continued from page 89)

ence of filling in a strip of eroded land by means of a dam.

Collecting Magazines for Veteran's Hospitals. Information was received that a new veteran's hospital was badly in need of magazines and other reading materials. Older boys of the playground immediately organized a magazine-collection campaign.

First, they decided on the kind of magazines most suitable and how they could be collected. An article in a local newspaper told the public about the project. In the actual collecting process, the larger boys used bicycles, and smaller children used wagons. As magazines were brought in a Committee on Sorting and Tying took charge, arranged the magazines in consecutive order, and tied them into bundles convenient for handling.

The Packing and Shipping Committee had, in the meanwhile, collected pasteboard boxes from the stores in town. They packed the bundles in boxes and tied them securely. Each member of the group made out one shipping tag, using his own name and return address. The boxes, containing six hundred pounds of reading material, were then shipped to the hospital. The planning committee had charge of the finances connected with the project, and the expenses of the committee were met through the sale of unusable magazines that were classified as waste paper.

The Junior Special, A Playground Newspaper. This was a weekly paper which improved with each issue. It expanded from a one-page hand-printed paper of five articles into a two-page periodical, complete with headlines and leads.

The newspaper carried accounts of the activities and interests of boys and girls of the playground center. It gave children an outlet for their creative ability and made them aware of the achievements of their fellows. To create a desire to take part in in an activity, to do something that was worth doing, to have the children self-guided as much as possible, to develop the ability to judge, to develop the ability to organize ideas, to develop an appreciation of the value of working cooperatively, and to have the news of their children's activities come before parents — these were the aims of "The Junior Special." —Reprinted by permission from *School Activities,* November 1944.

Enroll in a Refresher Course in
MUNICIPAL RECREATION ADMINISTRATION
As a Means of Keeping Ahead of Your Job

This course is designed to acquaint recreation executives with the administration aspects of their department and its correlation with other departments of city government. Special emphasis is placed on the recreation problem: its program; areas and facilities; leadership; operation of playgrounds and recreation buildings; recreation organization; personnel; financial support; records and reports; evaluating recreation service; and publicity and relationships.

The enrollment fee of $35 will bring you the specially written text, an opportunity to apply the text material to your own recreation problems, comments of an authority in the field on each lesson assignment, and a certificate upon satisfactory completion of the work.

One enrollee recently wrote, *"Truthfully I cannot remember any effort on my part which has paid off in dividends so quickly."*

Send Inquiries to

THE INSTITUTE FOR TRAINING IN MUNICIPAL ADMINISTRATION

1313 East 60th Street, Chicago 37, Illinois

Right in Their Own Backyards —and Ours!

(Continued from page 90)

favorite fables, old and new, to the juvenile listening audience." The listening children were given other news. The first story was preceded by a broadcast by a doctor from the Louisville Health Department who, in language children can understand, explained to them why it was wiser for them to stay at home and avoid crowds. The closing script also suggested that girls as well as boys might, if time hung heavy on their hands, be of real help to the war by collecting waste paper for the paper salvage drive.

By the end of two weeks the Recreation Division's Storytelling Lady had received so much fan mail it amazed even the radio station. In about the same period of time so marked was her success that a leading store of the city asked permission of the Recreation Division to act as her sponsor. She soon had her own pianist to furnish background music for her stories.

Buoyed up by the talent on our own doorstep and encouraged by the radio station, the Division of Recreation is planning a regular recreation hour over the radio during the fall.

We told you earlier in this article that there was another phase of our program for reaching the children in their homes. This was a column in the local newspaper written from material found in the files of any recreation department—outdoor games requiring little or no equipment; indoor games which were fun and easy to understand; easy-to-make crafts dug out from recreation files of material garnered from the National Recreation Association bulletins, with art work provided by our arts and crafts supervisor. All made excellent newspaper material. We saw the managing editor of the evening paper one Friday afternoon, and a series of "Fun-at-Home" ideas began in the papers the following Monday.

As with the radio storytelling hour, we thought of a follow-up idea. With the last two series the paper included a boxed coupon offering the Fun-at-Home booklet available to anyone mailing the signed coupon to the Recreation Division. The first coupon brought a request for 400. A second announcement two weeks later brought another flood of requests for 450.

We're feeling happy that the Recreation Division was able to take fun to Louisville's boys and girls in these two ways. The experience gave us two ideas. The next time something happens that looks like bad news, we're going to see if we can convert it into good news. And regularly we're going to take a good look at the talent right on our doorstep!

Going to School in the Out-of-Doors

EIGHT MILES out of Greenwich, Connecticut, is a 280-acre tract which comprises the Audubon Nature Center where the National Audubon Society holds its summer training sessions for camp counselors, teachers, and youth leaders.

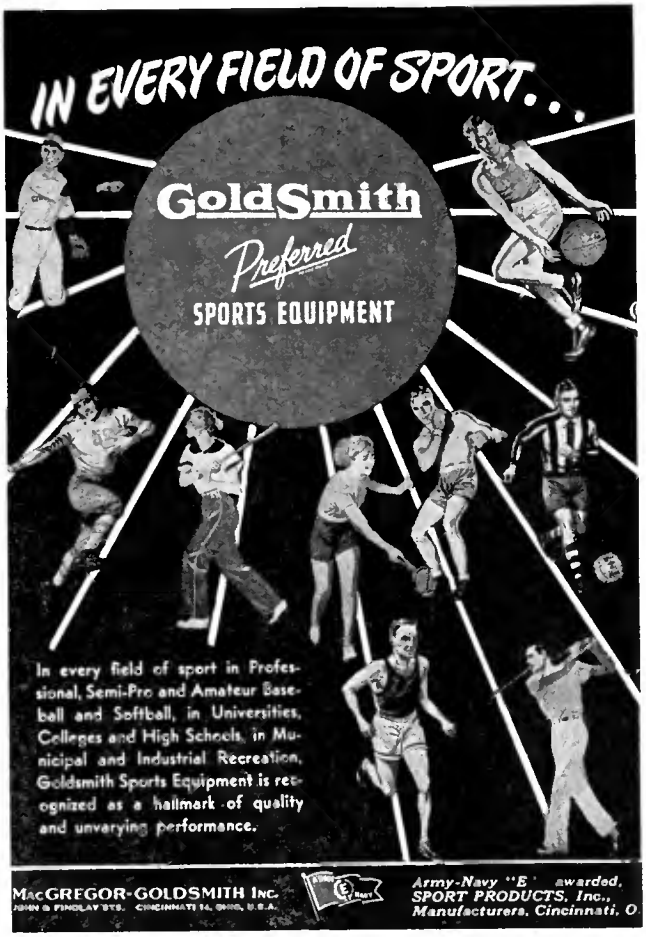
The property which comprises the center is part of an old farm, and a number of well-built farmhouses and barns were given the Audubon Society with the land. The tract consists of rolling country with hardwood forests, cut over land now covered with shrubs and small trees, old meadows, ponds, and streams. This variety offers rich opportunities for study.

Mead House, where the students live, is two hundred years old. The ample barn on the hillside has been skillfully transformed into a bookshop and lecture hall on the mainfloor, with laboratories below and a library in the hayloft.

Four two-week courses are planned for the summer of 1945—from June 25 to July 7 for camp counselors fifteen to twenty-five years of age; from July 9 to 21, from July 30 to August 11, and from August 13 to August 25 for students twenty years of age and over. Enrollment will be limited to twenty students for each session.

The curriculum is built around field trips, with two or three planned trips occupying the main part of each day. Illustrated lectures amplify what is seen in the field, and in the laboratory sessions the material collected is examined.

Further information about the courses may be secured from Dr. Richard Weaver, Educational Director, National Audubon Society of Greenwich, Inc., Greenwich, Connecticut.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Investment, $1,000: Dividends in Citizenship, Unlimited

(Continued from page 81)

"slick up" a bit before they come. The members register on arrival and check out when they leave. There is no loitering on the homeward path. The young people, by common agreement, report home shortly after the center closes. Since its opening, only one member of the group has had to be penalized for misbehavior. He was a chronic offender with a police record. Everything possible is being done to reclaim this boy for the good of society.

Two teachers from the local high school work with the club members to plan a well-rounded activities program. The leaders are using this program building to develop leadership, initiative, responsibility among the boys and girls.

The club has 300 members. The current budget is about $300 a year. Membership fees are fifty cents a year. The rest of the budget is raised by special programs at the club. The group is working now on a plan to raise additional funds which will be turned over to the city for further development of recreation facilities for Negroes.

The center is open from six to eight each evening during the school year except on Friday and Saturday when the hours are seven to ten-thirty. Summer hours are two to six in the afternoon, seven to nine-thirty at night. One day in each month is set aside for parents, an idea which seems to be growing in popularity.

The Recreation Commission is confident that the $1,000 invested in this project will pay dividends for years upon years in better citizenship, in stronger and better and happier lives for the Negroes in the community.

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A Miniature Orchestra

(Continued from page 88)

instruments had quite a time deciding on materials, but finally decided that tagboard and gummed paper would work best. They used black thread for the strings and little pieces of reed for the bows. They made a harp and grand piano as well as violins, cellos, violas, and a bass viol. When the instruments were done, they stained them dark oak and varnished them. The committee responsible for the brass instruments had so many twists and turns to make in their horns that they decided to bend wire into the shape and cover it with small strips of adhesive tape. They used tagboard held together with gummed paper for the large ends of their instruments. They painted them with gold and silver paint. The woodwind committee rolled tagboard into shape, fastened it with gummed paper, and used little pieces of sucker sticks for push buttons. The percussion committee had so many different instruments to make that they had quite a time finding suitable material. Besides tagboard, gummed paper, and wire, they used small pieces of cardboard, wood, sheet copper, leather, and string. We found it best to paint our instruments with enamel in most cases, since this covered up the gummed paper and shone in the sun.

After talking about different stages we had seen, we decided to make ours in three tiers so that all the people and instruments could be easily seen. We made it of cardboard and fastened it together with gummed paper. Then we enameled it white.

We read about seating plans of different orchestras and looked at many pictures. They weren't all alike but usually the stringed instruments were toward the front on each side of the conductor and the woodwinds were directly in front of him. Brass instruments were nearly always back of the stringed instruments, near the woodwinds, while the percussion instruments were in the back. That is the seating plan we adopted for our orchestra.

The Club Program

We invited our parents to come and see and "hear" our orchestra of thirty-five players. Several committees worked to get ready for our guests. The decorations committee displayed our music scrapbooks on the bulletin board. They also mounted and put up pictures of modern composers. Several boys and girls made life-sized pictures of instruments on wrapping paper, painted them, and cut them out. The decorations committee fastened these high up on the walls with Scotch tape. The refreshment committee made little favors consisting of nut cups decorated with paper harps and prepared to serve orangeade and cookies to our visitors.

The program committee picked out a group of records and worked them into a club program. They hid the victrola behind a screen and pretended our little orchestra was really playing. Different pupils told about each composition that was played and described the various instruments. Some boys and girls worked out and gave a little skit advertising different instruments. All of us sang some songs with the orchestra and, on the patriotic songs, even the audience joined in. Everyone seemed to enjoy our program.

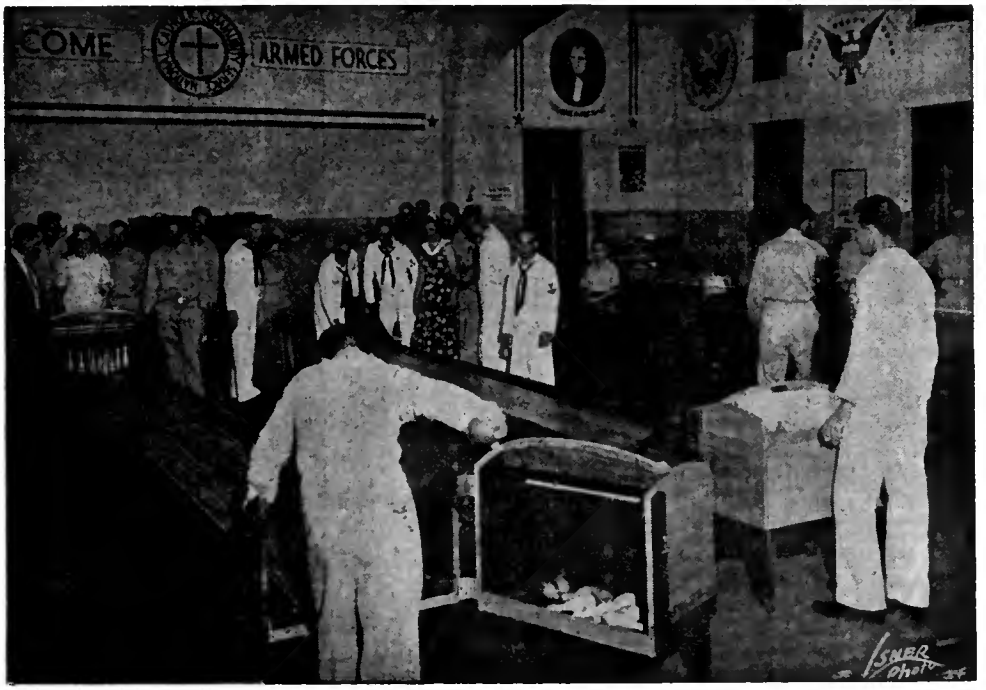
The clean-up committee took care of the chairs and saw to it that everything was neat and in order after the program.

It Fell to Earth; I Know Not Where

(Continued from page 64)

loop on a perfectly drunken course, careening and tumbling like a hawk with a broken wing—it sets you thinking. Small wonder, you will agree, that such devastation, such reckless and wanton destruction has been done in the name of Cupid, the unconscionable little chub. Better, to be sure, had they put in his itchy fingers the comparatively harmless sawed-off shot gun.

And one more must if you get into this thing: don't believe all you hear. Fabulous tales are told, in fact there is one yarn going the rounds which should be discounted. As a result, we advise all clients to sell Swiss Tell & Tell at the market. The alleged No. 1 apple-knocker duo either got credit for the luckiest hit on record or, on information we have usually found to be reliable, it is all a contemptible lie!



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From Each According to His Ability

(Continued from page 75)

socks for women going overseas for the Red Cross. The boys made large wooden ash trays for recreation rooms in military hospitals and jigsaw puzzles of birds, animals, and flowers for blind children all over the United States.

The things the children liked best of all to make were Christmas decorations for servicemen overseas. Christmas cards, tray favors, ice cream decorations, bulletin board materials, center pieces for the table—all these were sent along in September, together with copies of *The Night Before Christmas,* to clubs and hospitals overseas, to be opened at Christmas. All the materials had to be collapsible for shipping, and in meeting such problems the youngsters developed a new set of skills and originality in designing.

After a swim in the pool or a good hard game the boys and girls greatly enjoyed coming back to the shelter house or to a quiet spot in the shade to work at these different crafts. Many of them have fathers or big brothers or cousins in one of the services. Many of them had been feeling frustrated and miserable because they were just children—too young to have a part in the war. They feel differently now. Some of these very things they've been working on may go to Dad or Bill or Cousin Jim overseas. The youngsters feel very proud that they can make a contribution—and it is a good one— to the war effort.

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WAC's Wiles Are Womanly

"IN ENGLAND," reports a recent Army release, "the WACs lived in fixed quarters which were stationary enough to allow for home-like trimmings. Some were quartered in old English houses, some in Nissen huts, some in box-like huts with pyramidal roofs, some in farm houses and some in apartments." But when WAC Major Elizabeth Smith made an inspection tour, she was struck by one thing all these differing places had in common, ingenious home touches.

"One dayroom (a Nissen hut to begin with) had nicely painted walls, deep blue curtains which served for blackout and an attractive brick fountain at one end. It was the soda-fountain that surprised the major most, it being distinctly a luxury item not on the GI list of equipment for dayrooms."

On inquiry, the release tells us, it developed that the WACs themselves had built it. "Where did you get the brick?" Major Smith asked. "In a swap, ma'am." Neighboring GIs had the brick somehow and were willing to make a deal with the WACs. The sergeant, a good trader, had exchanged the bricks for pressing one GI shirt and sewing six GI buttons on the brick manager's shirts. Others in the WAC detachment had pressed a few shirts and sewed on a few buttons in exchange for paint and mortar. When it came time to build the fountain, it was necessary to make one more swap. For the pressing of one shirt and the sewing on of two buttons, a talented GI in the neighborhood came over and showed the WACs how to lay brick.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Nation's Schools, April 1945
- The Army Rehabilitates Its Blind Soldiers, Lt. William A. Jameson
- Rural School Combats Delinquency, Howard H. Mosher
- Invigorating the Physical Education Program, George T. Stafford
- Liability for School Accidents, Harry N. Rosenfield

Parks and Recreation, March-April 1945
- Operating Pool Costs in Suburban Region of Chicago, Robert Kingery and E. L. Bayly
- Swimming Pools and Bathhouses, W. E. Bartram
- Chicago's Huge Postwar Plan
- Tulsa-Teens, by Lois E. McConnell

Minnesota Sportsmen's Digest, January-February 1945
- Providing for Outdoor Enjoyment, Reynold E. Carlson

Journal of Health and Physical Education, March 1945
- What Is Physical Fitness? Thomas K. Cureton
- The Development of a Community House, Harold W. Copp
- Couple Stunts, Dorothea Dietz and Beryl Frech
- Social Dancing for Junior High Schools

Beach and Pool, March 1945
- Swimming Pools as War Memorials

Journal of Physical Education, March-April 1945
- Related Values, Delbert Oberteuffer

Student Life, March 1945
- A Snap, This Art! John Wehmer

Youth Leaders Digest, February 1945
- Sip and Swing Clubs, Ethel Bowers

Public Management, March 1945
- Developing Department Heads
- Planning for Postwar Education, Bess Goodykoontz

Hygeia, April 1945
- Movies for Shut-Ins, W. G. B. Carson

Scholastic Coach, March 1945
- Six-Man Rules and Trends, Lt. Stephen Epler

Safety Education, April 1945
- Planned Playgrounds, Roy E. Slone

PAMPHLETS

The Mental Ward Becomes a Studio, Ernest Bruce Haswell
- Procter & Gamble, Cincinnati, Ohio

Schools at War
- Education Section, War Finance Division, Treasury Department, Washington, D. C.

Why We Need State Parks
- Pennsylvania Parks Association, Philadelphia, Pa.

Ivory System Observer
- Ivory System, Peabody, Mass.

A Pastor Believes in Recreation
- By E. O. Harbin. Issued by the General Board of Education of the Methodist Church, 810 Broadway, Nashville 2, Tennessee

Basketball Chart and Scorebook
- Hillyard Company, St. Joseph, Missouri

Let's Have Living Memorials

(Continued from page 74)

lishment of cultural centers, where citizens can gather for recreation and interesting activities, as a fitting memorial to the heroes of this war.

The city of Peterboro was one of the first to act on this idea. A citizens' committee is raising a fund of $275,000. In its announcement the committee stated:

> "In doing honor to those who gave their lives, this memorial will serve to bring about a better city for which they fought. We have neglected the youth of our city in not giving them the necessary equipment and facilities with which to build sound bodies and minds, a requisite of good citizens. To correct this situation, the citizens will build a memorial community center for health, culture and recreation, with particular stress on the development of young people."

In Newmarket, Ontario, property owners voted five to one for the purchase of an arena to be operated as a town project. In Calgary, the local Council of Women pledged their support for the construction of a memorial community center in tribute to the men of Calgary who had fallen in battle.

Norman S. Dowd, executive secretary of the Canadian Congress of Labor, summed up labor's stand on this point: "It is unquestionably the view of the workers of Canada as represented by this Congress that war memorials should take the form of community halls, libraries, recreation and other community centers, rather than sculptured stone or bronze."

The urge to memorialize the dead soldier is old and deep. Living memorials are the finest way of commemorating and perpetuating the memory of those who gave their lives in battle for human freedom and progress.—Extracts from an article in *Modern Digest,* January 1945, published in Toronto, Canada.

In the January 1943 issue of RECREATION there appeared a tribute by Dr. William Gould Vinal to Robert Salisbury Cole, one of the first, if not the first student of Massachusetts State College to give his life for his country in World War II.

Bob Cole, upon his graduation in June 1939, became Nature Guide at the Mt. Tom State Reservation in Massachusetts. Each day he took visitors along the trail and pointed out the interesting phenomena of glaciation, volcanic lava flow, and tracks of ancient dinosaurs. Mt. Tom became a geological shrine to which flocked many tourists. It was estimated that 6,000 people used Bob's self-guiding nature trail and 800 attended his trips afield during that first summer. Under his leadership so much interest was aroused in nature recreation that a Trailside Museum was built to house local collections and to serve as a gathering place for nature enthusiasts.

Today that museum bears the name of Robert Salisbury Cole and stands as a memorial to a boy who loved nature and helped others to an appreciation of its beauties.

Why not more living memorials of this kind?

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The Birds and the Beasts

(Continued from page 65)

outline and chain stitch. It is so much fun, and it is really amazing that such effective work can be done with just these two stitches.

Boys, too, from eight to twelve years participated in this program—the emphasis being block printing. They enjoyed it very much and many of them toward the latter part of the summer were cutting blocks of their own design. To keep down expenses, we used soap erasers instead of linoleum blocks, unless the children wanted to buy their own blocks to keep. Most of the boys made table mats, while a few made small wall hangings or pictures for their rooms.

As a culmination of this project,* we arranged a little exhibit during the last week the playgrounds were open. The exhibit was held at our office building, a central location in the the city, and all the children who participated in this program were invited to come. The animals and block prints were placed on exhibit shelves and the embroideries mounted on large red cardboard, which was quite effective against the dull green walls of the room. Lemonade and cookies were served, making the afternoon quite like a grown-up art exhibit and tea.

---

* Patterns for the stuffed animals are available from the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

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This Fascinating, New, Practical Home-Study Book TELLS YOU *HOW!*

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Winston Churchill learned to draw and paint at 40 . . . still follows this delightful hobby today at 70! Drawing and painting is becoming the favored hobby of great numbers of men and women, young and old . . . youngsters in school, housewives, business and professional men and women . . . who find in THIS HOBBY a measure of "release", relaxation and recreation no other activity offers. The magazine "RECREATION" says: "Painting pictures is fun. YOU can do it. Anybody can do it."

Fresh from the press we offer Dr. G. Richardson Brigham's splendid work: "HOW TO DRAW AND PAINT" . . . a condensed, practical, easy-to-follow home-study course in charcoal, oil and water-color drawing and painting. This new treatise by Dr. Brigham was written especially for home-study use. The complete course is published in one compact, attractively printed volume . . . and included with each book is our Supplemental Portfolio of Selected Art Subjects, reproductions of seven selected paintings, each on 7x10" sheet suitable for framing. Book and Portfolio subject to return any time within ten days for full refund of your money if not satisfied. Write for free descriptive literature.

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On to Victory

(Continued from page 80)

WEEK OF	ACTIVITIES
July 17—Community Sing Week	Daily group singing; popular, patriotic, American folk songs; Songs by individuals, duets and quartets Checker contests; Pin Pack contests
July 24—Game Week	Low organized games, ring games, singing games, quiet games Baseball, softball, mixed volley ball, tennis Joseph Lee Day—July 28
July 31—Volley Ball Championships (August 5)	Sand modeling and water carnivals Quoit contests; Soap bubble contest
August 7—Qualifying Swimming Meets (August 12)	Baseball field day; Doll parades; Baby parades
August 14—City-Wide Swimming Championships (August 19)	Home talent shows—singing, dancing, recitations, musical instruments
August 21—Swimming Exhibitions	Victory Garden Vegetable Exhibit Baseball field day; Checkers contest
August 28—Handcraft Exhibitions	Freckles contest; Jackstones contest

A Realistic Postwar Plan

(Continued from page 86)

unit, dividing the city into six sectional areas, locating and spotting all the city properties which would serve the neighborhoods in the years to come. The local committees, giving their time freely, have spent many days locating the properties and arousing the interest of the public in the project. Their joint efforts at spotting properties have resulted in one master map and an over-all community plan providing every neighborhood with city-owned areas adapted to its needs to be set aside by law now, before it is too late, as a park or playground.

Many people have had a part in Yonkers' planning. All taking part contributed to a committee fund and gave their time. The executive committee met regularly once a week and frequently with the City Council.

In keeping with the spirit of the planning, each area is taking its traditional name. Instead of giving the areas the name of a president or a general, they are keeping the neighborhood names by which they have been known for years, such as St. Nicholas Oval, Park Hill, Sullivan's Oval, and Fairview Gardens.

All this, happening as it has within a year's time has meant hard work and quick action not only on the part of private citizens but municipal departments. City engineers have made their contributions, and every city department has given assistance. Members of the City Council have toured with members of the committee different sections of the city to insure proper locations. It has not always been easy. In certain areas there has been opposition, and difficulties have arisen. Community interest and public opinion have overcome all obstacles, and Yonkers can look forward to having a system of parks and playgrounds adequate to meet the needs of a growing community.

A Day in Pinneys Woods

(Continued from page 83)

When the suspense became too great, the proud sergeant and his men who found the treasure first led the whole army to the place in question.

Then came the general mess! Yes, the army lined up for watermelon, and what a mess! What fun! After cleaning up, the flag was lowered and everybody hiked down the hill singing songs.

You, too, can make your playground another Pinneys Woods.

Now Off the Press!

THE NATIONAL RECREATION ASSOCIATION has had many requests for suggestions for patriotic holiday programs. "Freedom Means All of Us Everywhere," which is now available from the Association in mimeographed form, offers a patriotic program which can be set up very simply and may be easily adapted to fit the needs of the individual community. If desired, it can be made into a longer, more elaborate production by using costumes and adding tableaux at obvious points in the script.

Copies of "Freedom Means All of Us Everywhere" may be secured from the National Recreation Association at 15 cents each. (MP 361)

The Whole Town

(Continued from page 73)

gram? Why shouldn't they cooperatively plan a Halloween Carnival to be conducted by the High School Student Council for children of all ages in the community? In days of limited supervision and facilities, it is of utmost importance that we analyze our situations and be sure that we are taking advantage of every available opportunity. As a means of discovering leadership needs, facilities, and programs in the city of Tallahassee, college students are being used to carry on a survey of these particular items. We are not only utilizing available leadership but will be able to improve our program through discovering what is available in leadership and facilities and how recreation programs are meeting recognized local needs.

Recreation directors, we must serve as coordinators! We must be alert to *all* recreation activities conducted in our communities. We must not run in competition to the programs being carried on by private and semi-private agencies but must learn what they are doing, cooperate with them, and supplement their programs so that all recreational needs in our communities may be met.

Good Home, Back Home

(Continued from page 72)

physical exercise or else there will be a let-down in the physical training the men have received in Army and Navy life. New publicity means must be found so that every man may have a chance to know about the recreation facilities.—From 23rd Annual Report 1944, Playground Board, Oak Park, Illinois.

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New Publications in the Leisure Time Field

How to Draw and Paint

By G. Richardson Brigham. Moeller Publications, Oak Park, Illinois. $3.98.

MR. BRIGHAM, accustomed to training art students at summer and winter schools in Maine and Florida, has incorporated some of his instruction methods in a book which stresses the "new vision training" method in charcoal, oil and water color. The author discusses perspective and composition and gives suggestions for self-criticism.

To Keep Them Safe

Prepared and designed by Ryllis Alexander Goslin. Women's Division, National Safety Council, 800 Chrysler Building, New York. $.50.

THE BOOKLET, prepared primarily for women, gives factual data on the accident rate, patterns for organizing Safety Committees on state and local levels, material for club meetings on safety, and data on publicizing the safety message.

The Stay-at-Home Book

By Cappy Dick. Greenberg, Publisher, New York. $2.00.

HERE IS A TREASURE HOUSE of things to do and make for boys and girls from six to fourteen. Instructions are clear; illustrations easy to follow; materials inexpensive or waste. *The Stay-at-Home Book* will be a valuable addition to the library of any place where children gather.

Wildwood Wisdom

By Ellsworth Jaeger. The Macmillan Company, New York. $2.95.

ELLSWORTH JAEGER is Curator of Education at the Buffalo Museum of Science. The book of nature wisdom which he has written and illustrated is testimony to his ability in that part of science that we think of as nature lore. The book is also a mine of information for campers, nature leaders, and all other people whose vocations or avocations lead them into the woods.

Open Letter to My Newly Blinded Friend

By Joseph F. Clunk. U. S. Office of Education, Washington. $.10.

"PLAY BLINDNESS as a game, not as a calamity" is the advice of the author of this pamphlet. He himself has demonstrated successfully the soundness of his principles because he himself has been making a success with blindness for twenty-five years. His words directed to his "newly blinded friends" are, in effect, a setting out of the rules of the game he bids them play.

Anniversaries and Holidays

By Mary E. Hazeltine. American Library Association, Chicago. $6.00.

READERS who are already familiar with the 1928 version of *Anniversaries and Holidays* will welcome this revised and enlarged edition. Others will find the volume a mine of information about each day in the year, about the people and events that have made the day important, about customs, traditions, folklore, ceremonials that surround it with interest. Here is a reference work of scholarship without pedantry and thoroughness without tedium. Not least important of its features are the lists of books about holidays, special days, seasons, people referred to in the calendar proper. Recommended as a valuable reference.

Official 1945 Track and Field Guide

A. S. Barnes and Company, New York. $.50.

THE 1945 TRACK AND FIELD GUIDE, recent addition to the series numbers of which are issued periodically by A. S. Barnes and Company, is now ready.

Social Work Year Book 1945

Russell H. Kurtz, Editor. Russell Sage Foundation, New York. $3.25.

THE EIGHTH ISSUE of the *Social Work Year Book* is now off the press. Of special interest to recreation leaders everywhere is the article on "Recreation," by George D. Butler.

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Building the Community

ARE YOU ONE who says, "I am a hard-headed, practical recreation man. I do not know much about these $64 words. What I do know about is baseball, softball, swimming, singing, orchestras, dramatic clubs. I know when children are having fun. I know when grown people are doing what they want most to do. I am not so sure about all this talk about end-results and by-products. All I know is when things are going well and everybody seems happy."

But when every twenty-five years the whole world hangs on the verge of destruction, when the best and strongest young men die on foreign fields because we have not learned to pull together quickly enough, if we in the recreation movement have a contribution to make toward the building up of a sense of world community we ought to take a few moments' time to face just what our contribution is and what is involved.

Not much else is more important right now than the sense of *community* in the world, in the nation, in the locality.

How shall we have a sense of world community except as we have somehow gained a sense of local community, of local neighborhood? How shall we think in terms of world community except as we have practiced thinking in terms of the local neighborhood in which we live?

Most people of the earth have dreamed of a Kingdom of Heaven. Can such a dream have great reality except as we have thought and practiced living happily together in our own neighborhoods? We the people must live together now as well as hereafter.

And how are we to practice this sense of community, of local community, so that after all we shall know how to live in the world we have finally discovered to be so small?

One way to develop a sense of community is through the recreative way of life, through sharing one's recreation in the neighborhood, in the local neighborhood center. Much as we all care for our daily bread and shelter and clothes and work, we care most of all for our daily life. If we share, really share, what we care most for doing, what we call our recreation, then we build toward "the community of God." As a unifying force in the minds and hearts of people recreation makes a great contribution. Those who play together, sing together, hike together, make things together, attain in its truest sense a community of feeling. The sense of community begins right down in the neighborhood, as people share their joys and sorrows.

Music and art and drama and adventure and romance are not something to dream about for another world, to be shared only when we have reached some future estate, but right now also, as we help to build the Kingdom in our own neighborhoods.

Choirs from the churches in the small town sing together in the community chorus at the community center. Groups from all parts of the village unite in the great dramatic play that symbolizes the life of the village from early times. Athletic contests bring all the people together and fuse them into one great united group, and a sense of *community* is gained in the American town, the American village, as in Athens in ancient Greece in the time of Pericles.

The *community* is what we the people make it. The community is what we build as we learn to share our strength and joy together.

How shall a man love God, Whom he hath not seen, except as he love his neighbor, whom he hath seen? How shall a man recognize the Kingdom of God, "God's community," except as he has come to know a sense of community right where he lives?

We are, as the San Francisco Conference is held, at a decisive moment in the history of the world—perhaps more decisive than any of the great military battles of the past. The whole world labors now, as a woman in travail, to bring forth a sense of community. Without it we the people of the world are lost. We turn unconsciously to religion and to recreation to help us build a local and national and world community, that all may live, that we may not perish from the face of the earth.

HOWARD BRAUCHER

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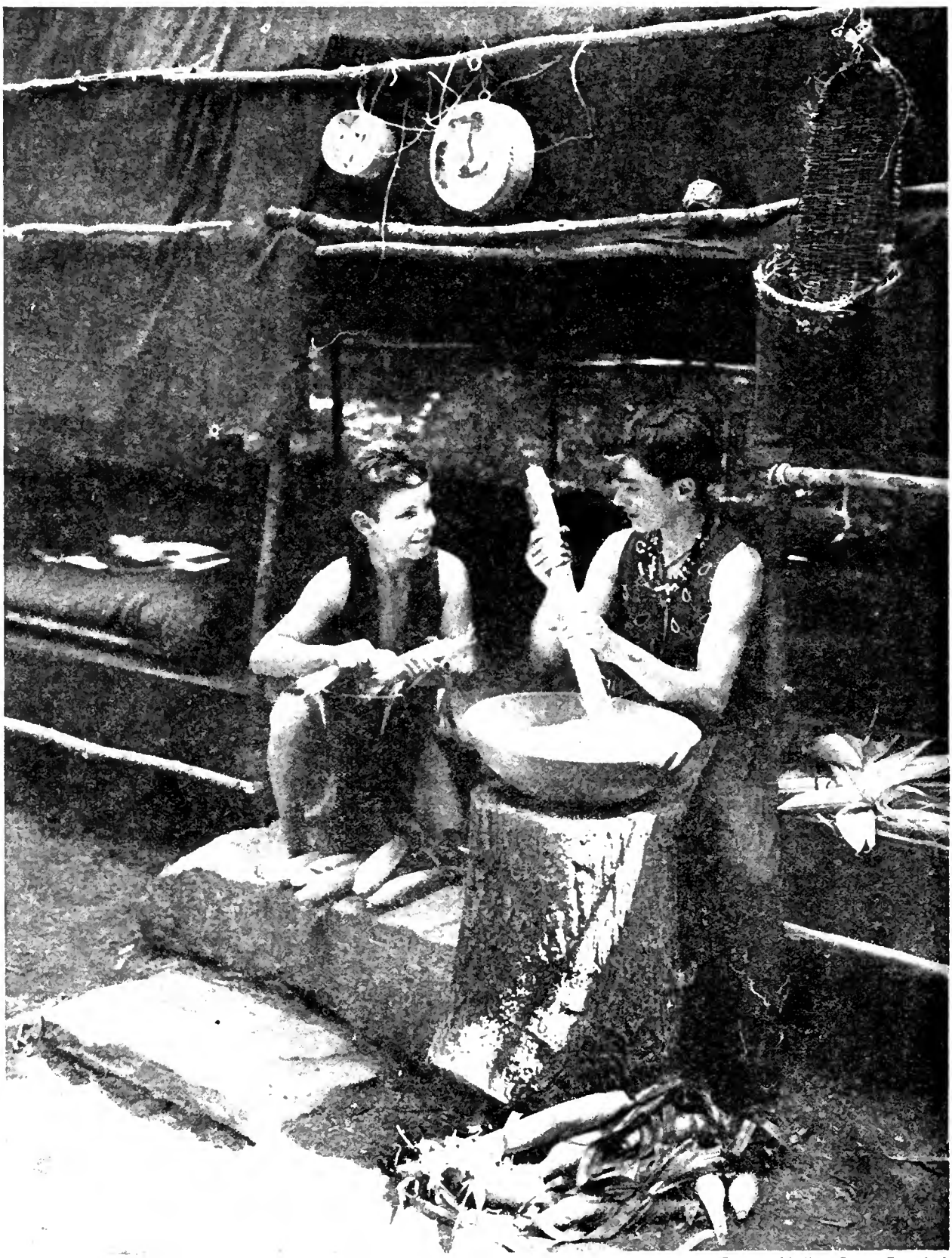
June

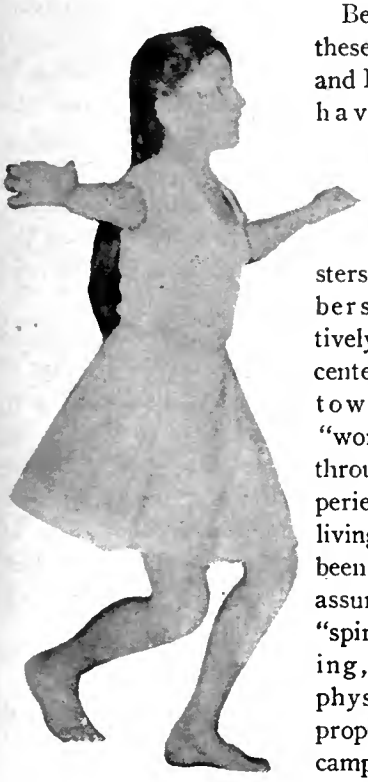


Courtesy Madison Square Boys Club

Strategy for Growth

THE THEATRE AND DANCE ARTS CAMP, under the direction of Elizabeth and Don Oscar Becque will open the 1945 season in July. The Camp is well located in the Delaware Water Gap region with the Pocono Hills for background. Girls ranging in age from nine to eighteen will work in an environment which will widen the range of their capacities and give them clearer direction and purpose.

There is a growing sense among all who are interested in children that the arts play a strategic part in personal growth and development. The constant stimulation to which children are exposed today carries with it a stirring mass of ideas and feelings. These must find an outlet if wholesome growth is to take place. The arts offer the means by which children can express their thought and emotion in satisfying form. Particularly through the theater, with its opportunities for companionship in sharing and pooling of effort, will young people find satisfying achievement. The arts offer a way of combining past heritage and knowledge of the present into new patterns of meaning through imaginative action.



Program

Because they believe these things, Elizabeth and Don Oscar Becque have made "arts through theater" the heart and core of a camp program. Youngsters and staff members work cooperatively in a community-centered environment toward achieving "world-mindedness through firsthand experience in creative living." A program has been worked out to assure each camper a "spiritual" diet of feeling, thinking, and physical activity in proper balance. Each camper is given the chance to become an active and responsible member of a group, to find satisfying ways of expressing herself in relation to her own world, and to learn something about the forces that motivate and control that world.

The program is six-sided. Through the *dance,* its physical techniques, its ancient, folk, and modern forms, and its compositions, the campers find a whole new approach to their own experience.

The *theater* with its movement and sound, color and construction, has always been a wonderland—especially for young people who have not yet learned to shrink in self-consciousness from their twin heritage of wonder and amazement. Campers plan and write scripts, learn to speak clearly and well, learn to act, to make scenery and costumes.

Through *music,* the campers learn to sing in chorus, to play simple instruments, to make their own musical compositions—talents which, in turn, add their colors to those theater pieces that are the center of the summer's creative work.

Charcoal, tempera, pastels, outdoor sketching, abstract constructions worked out directly in various materials, and modeling help give campers the feel for form and color and line, for mass and chiaroscuro.

Music, dance, theater, the plastic arts are as surely means of communication as are radio and newsprint. The campers are led to use all art forms to communicate ideas and emotions. The goal is freedom of creative expression within the disciplines set by a given medium. Before eight weeks have gone, the most timid camper has begun to satisfy her urge to create in one or more art forms.

Throughout the camping period the emphasis is upon growth and development. It is not expected that the camper reach "professional" standards. It is important that she explore all the mediums at her disposal, that she have an experience with them so broad and so intimate that she can work without let or the hindrance of ignorance within the method of improvisation. For this is the method campers use when they take their first steps toward composition in the various mediums.

The Delaware Water Gap section is rich in history and folklore. Folkway-gathering excursions give the campers an interesting and vital common background of experience for creative work. Each

week regular times are set aside for sharing ideas and experiences in group discussions. In these sessions ideas grow by attracting other ideas, thinking crystallizes into plans for action, misunderstandings are corrected, and new information becomes the seed of new ideas. The discussions are democracy in action.

Process

The campers are typical young girls with eight weeks of summer vacation set aside for camping. They are, for the most part, husky, normal adolescents, most of them not especially proficient in "artistic" fields. But they have a normal share of artistic potential—emotion and intelligence and the need to express both creatively.

Most of the campers will not have known each other before. They need time for getting acquainted with each other. There must also be a time for getting acquainted with the several art mediums, for exploratory attempts at expression of thought and feeling. These attempts are individual and usually not too serious, but they form an invaluable means for communication among groups, a means for making possible the group effort in the theater and in all the other mediums.

In the meantime, a body of conscious experience is being built up by the group. The life of the camp itself with its work and recreation, the study of events as they are daily detailed in papers and magazines and over the radio gradually help build a common background. The exploration of the countryside and neighborhood, its folk-ways, work patterns and origins, particularly stimulate common thinking and feeling toward group creativity. All this becomes the means whereby the individual can become part of the group and, in turn, through the resources of the individual the group experience can grow. Back and forth, the ball of experience is tossed between the individual and the group.

The process by which the campers create a theater piece begins with the discussion of an experience, an idea, a phrase, an activity of so much significance to each one that the group as a whole wants to express their feelings about it in creative action. This, the germ of what will eventually become theater, is discovered and clarified in group discussions. Through discussions this same germ is explored until each person concerned has a wide and deep understanding of it.

Once the understanding is achieved the group is ready to begin work on the two first mediums used in constructing their production—movements and sounds (which may be words sung, spoken or chanted or may be produced by some outside means—musical instruments, for example). These two, movements and sounds, flow into and out of each other, each reinforcing the other in the process of theater-making. But, perhaps because people have so recent a tradition of using words alone to express ideas and emotions—because this tradition has overlaid the far older one of using movements and other kinds of sounds to tell of an experience—freedom of mediums other than words must be learned before free interplay between all of them can begin.

Improvisation

It is not difficult for very young children to accept the use of improvisation for this is a means by which they can experiment with their world and grow to be a controlling and active part of it. As they grow older they tend to become self-conscious and have to be led gently back to the spontaneous use of physical improvisation and to the spirit of play in the other art mediums.

When the group engages in physical activity resulting from a common feeling about an experience which has been shared by all, and as each member goes through the motions in her own way, *typical* motion patterns grow and reflect a rhythmic understructure giving the group a unity of motion. The sound accompaniment, if sound is used, weaves a framework in and around and under the movement either heightening the activity or leading it into new directions. The moving forms then take over again and carry still further the unfolding activity of the group. So, sound and movement interact and develop through mutual give and take. Both are inspired and guided by the force of the feelings and ideas about the original activity-theme.

The girls learn to find new shapes and patterns for the human body. They discover the rhythm of their own bodies. They learn to be sensitive to group rhythms and to order that rhythm to fit their *inner* need or to adjust their bodies to the *outer* needs of musical sound or experienced idea. The difficult spots encountered in improvisation then become the easily understood basis for later technical drill and discipline, of problems solved consciously as they come to light.

Realization of the Idea

Once the girls have lost physical and emotional self-consciousness and are no longer "afraid" of

(Continued on page 156)

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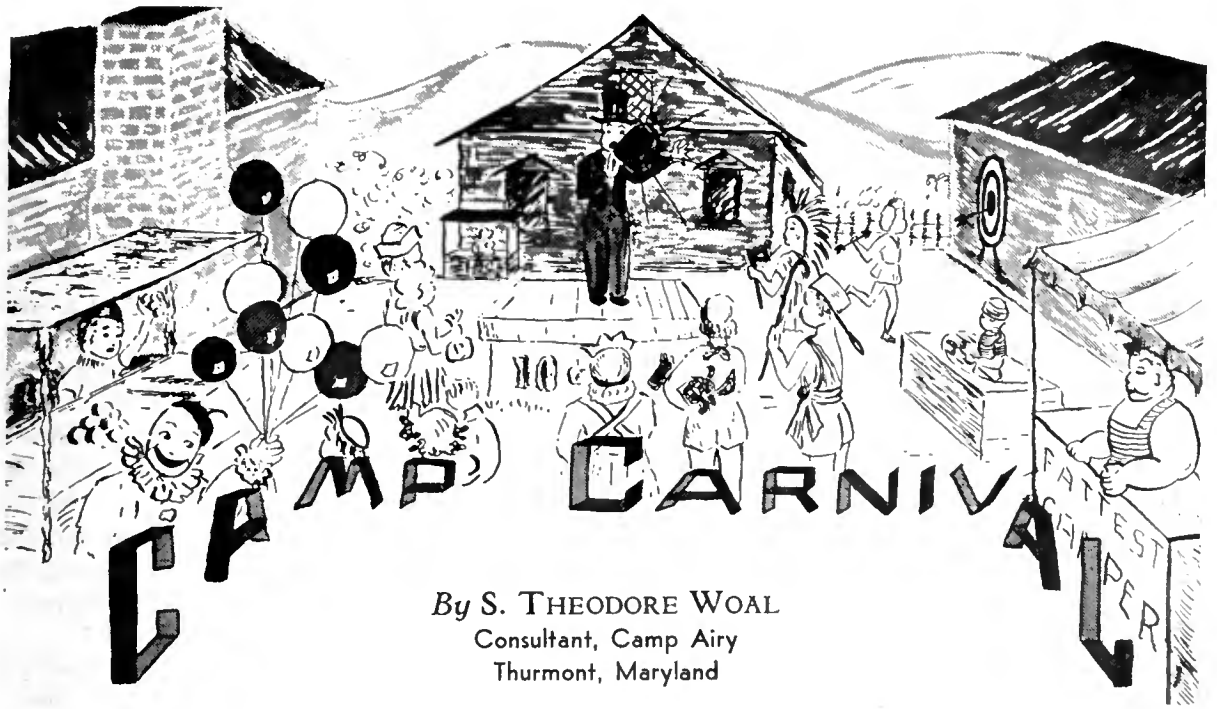

By S. THEODORE WOAL
Consultant, Camp Airy
Thurmont, Maryland

"STEP RIGHT UP, Ladeez and Gentlefolk." The barker—in high silk hat, long tail coat, and handlebar moustache—bawls his old, old invitation with all the skill of the professional—and much more enthusiasm. His invitation is open sesame to the world of freaks and fireworks, hot-dogs and ice cream cones, games of skill and chance, fun and fancy run riot. In his domain are the fattest and the thinnest, the six-toed wonder, the man ten feet high. Gaily decorated concessions are there, and Indians afoot and gypsies on horseback, cowboys and farmers and city slickers, photographers with their tintypes, concessionaires and their sideshows, turtles lined up by their trainers ready for a race. Carnival!

A carnival it is, but a carnival with a difference. The barker, the freaks, the concessionaires, the photographer, the gypsies and Indians and city slickers and all the rest are members of Camp Airy and Camp Louise, boys and girls from eight to fifteen.

More than 700 campers thrill to fun and entertainment of their own making. Their eyes—laughter-filled, their obvious joy, the enthusiasm with which they toss darts at inflated balloons and exhibit prizes won are fitting reason why the carnival has taken a high place in the traditions of the camps, why it is a highlight of camp season.

From the beginning, the carnival has been a cooperative and democratic enterprise. It is initiated, planned, organized, developed, executed by the campers under counselor guidance. The camp is organized by bunks. Each bunk elects a representative to the camp council which exercises all the functions of government necessary to the community. This system is a "campway" originally set up at the request of the campers. And it is this system which is brought into play when carnival time rolls round.

Part of the fun of the carnival lies in the suspense of wondering what it will be like this year. In order to preserve the atmosphere of mystery and surprise, plans aren't even whispered about until five days before the show. Then the council puts its machinery to work. Chairmen, elected to head committees, call on the campers at large as their staffs. Responsibility is, however, clearly understood to be centralized in the hands of the council members. A list of concessions is prepared and each representative selects one, subject to the approval of his bunk.

At bunk meetings, the choices of concessions are submitted for approval. Plans are made and campers are detailed for the construction, outfitting, and operation of the booth. The representatives bring the bunk plans to the next council meeting and a master plan of organization and operation, based on the individual plans and the additional suggestions of the council as a whole, is drawn up and forwarded to the director of the camp for approval.

When the master plan is approved, the actual work gets under way. In putting the plan into action the camper has complete freedom of expres-

sion. He is encouraged to improvise and suggest. Barkers write their own spiels. Tumblers make their own set. The glee club writes songs. The campers create costumes. Conferences are held between the committee heads and the counselors about the placing of orders for materials and equipment necessary for the construction and operation of the concessions.

The activities of the various departments of the camp are well integrated. Campers seek the assistance of the crafts department in constructing equipment, of the art department for graphic illustrations. The dramatic department trains the barkers, the athletic department helps tumblers and acrobats perfect their technique. The music department trains the glee club and helps the rhythm band in its rehearsals of carnival music. The newspaper committee works on the special carnival issue of the camp paper, reporters interviewing the "artists," the chief barker, the production manager, the major domo. The publicity committee paints signs and posters advertising the great day. The entertainment committee solicits talent. The finance committee designs some form of script to be used for admission to the booths and for the purchase of refreshments. (The purchase of script is limited to fifty cents a person. This is sufficient for the evening's fun. The venture is usually self-supporting. Should a profit accrue it is contributed to some charitable organization.) Everyone is busy and happy.

During this stage of the preparation, the camp's routine swimming and rest periods are used to counterbalance the tendency to over-excitement and consequent fatigue. Twilight and evening mass activities are tuned to the carnival spirit, but they are planned to quiet rather than to stimulate excitement. Nevertheless, enthusiasm rises in proportion to each idea suggested by the campers, to each nail driven into a carnival prop, to each word composed for a carnival song.

Saturday is a busy day. The booth construction crews from each bunk assemble after morning cleanup with hammers and nails, rarin' to go. Under the supervision of the council construction committee, booths are erected and outfitted. Discarded Indian blankets, kept especially for this purpose, crepe paper, bunting, and a hundred odds and ends appear. Game boards are installed. The electrical crew strings colored lights and streamers. The publicity committee puts up billboards and posters. By noon the carnival grounds are a mass of color.

The afternoon rest period is prolonged as an added precaution against fatigue. At flag lowering, one or two of the features of the carnival and the chief barker appear in full costume for the first time. The barker gives his spiel on the fun in store for the evening. The special carnival edition of the camp paper is distributed during the evening meal. Only ice cream for dessert keeps the campers in their seats until supper is over!

Seven P. M. The grand parade! Cowboys, gypsies, the wild camper from Borneo in his cage, other attractions line up. The major domo leads the rhythm band. The march to the carnival grounds begins, campers cheering on the side lines. The king and queen of the carnival (elected by popular vote) are crowned. The entrance tape is cut. *The show is on!*

The carnival uses the diverse interests and skills of all the campers. It gives to each one status, a feeling of belonging, of having made a contribution to everybody's fun. From the six-toed freak—the hit of the show—to the lad who carried the nails and held the hammer when the booths were built, each camper's peculiar gifts have been recognized and put to their proper use. In almost every aspect the carnival can further the central aims of the camping program—guiding young people toward creativeness, self-reliance, cooperation, responsibility.

When the last hot dog and ice-cream cone has been eaten, the last "side-show" closed; when the band has played its final number and the campers—

a bit reluctantly, perhaps—have put out their lights and gone to sleep; when the long day is over at long last, and the carnival has passed into the pleasant limbo of happy memories, the members of the staff can feel that they have done a good job.

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So Went the Summer

By MARY L. NORTHWAY

DETOURS are always more exciting than highways; the unexpected more exhilarating than the foreseen; or, if you prefer Burns' words to those of Northway, "The best laid schemes of mice and men gang aft a-gley." With such a thesis to defend, let me tell you about our summer.

We go camping. I use the verb, not the noun, deliberately. We have no camp (for definition thereof see government regulation number 96B-7810K2 or whatever it is in your state), we have simply a cabin (14 feet by 12 feet), a few tents, two magnificent outdoor fireplaces—handbuilt by us and our more easily influenced friends, and chains and chains of little lakes set in the pine woods of northern Ontario. We camp for about ten weeks each summer and during this time we are hewers of wood, drawers of water, luggers of ice, stokers of fires, amateur foresters, and enthusiastic canoe trippers. Man's basic needs, they say, are shelter and sustenance. The shelter is adequate—at least the roofs don't leak—and the sustenance is sufficient—at least we think our meals are very good. For the entire summer these are prepared on the outdoor fireplaces and after one has cooked 210 meals (10 weeks, 7 days a week, 3 meals a day—you do it) for two to fifteen people one looks at the campcraft books with superiority if not with scorn. And we fear the campcrafters would look at us with both scorn and superiority for, let me confess, we do not soap the pots nor lay the twigs, fuzz sticks and larger timber according to any recognized designs. But, by heaven, our fires go—usually.

Of course we have an indoor stove for rainy weather. It has four holes, an oven that has never, never reached 300 and a wood box that has acquired a bad case of neurasthenia and never gets "het up" over anything. As we bought it second-hand for $7.50 from the brother of a well-known camp director, this is not surprising. We treat it as an ornery child and when it rudely puffs torrents of smoke into the little cabin we feel like a couple of loving but ineffectual parents saying to a small child, "My, I am disappointed in you." Consequently, unless there is a hurricane or a snow storm, we cook outside. This gives us our basic exercise requirements, for the refrigerator is located behind the house, the fireplaces at the side, the dishes inside the front door and the main dining table several yards to the front. Inefficient, very, and we are always going to do something about it. In fact every guest suggests it, but actually it's terribly efficient. Everyone else has to take guests walking or climbing or paddling to be sure their muscles are benefitting by the summer opportunities. We only have to allow them to get a meal. This sets up a deplorable competitive spirit, for as everyone wishes to provide a meal a little better than everyone else, we benefit appreciably.

Who are we? Well, there's Flora, who runs a nursery school all on the best established scientific principles and there's me who teaches psychology to wide-eyed university students, and there's Bingy who's a Boston bull, very clever, very coy and a credit to neither a nursery school principal nor a psychologist. However, he is an excellent camper and can swim magnificently. Then there are guests of various ages and abilities, and during the summer there are twelve campers. They come in groups of six and we take them on canoe trips and because we have them we are allowed to call ourselves members of the Camping Association and talk of "our camp." Both Flora and I have been to camps for years. I started as a small child and I loved it. Everything from sleeping on the rocks to learning to tie ten knots intrigued me. I would never have stopped going except for the fact that in later years I became so involved in designing record systems and arranging who should go where, when and with what equipment (program directing, I believe it is called) that one day a child in a surprised voice said, "Gosh, have *you* ever cooked bacon and eggs outside?" So then I decided that if I was ever going to go camping again before rheumatics set in I had better begin now. So we did.

Think of it, oh busy camp director, ten weeks with nothing to do but swim and build and plant trees and go on two canoe trips. No priorities to worry about, no problems of getting personnel, no advertising, no bookkeeping except in an exercise book, and no program to organize. No money, you say. No, no money except to meet expenses and, ha, ha, no taxes either! No counselors' meetings and no cook to rule us. No talks on

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"No counselors' meetings and no cook to rule us. No talks on 'the psychology of adjustment' and no Sunday sermons." Of such a camp as this and of its joys Mary L. Northway wrote in November 1944 for *The Camping Magazine*. Her story of just going camping is reprinted by permission of the editors who "saw it first!"

"the psychology of adjustment" and no Sunday sermons.

What is there then? Ten weeks with infinite time for loitering interrupted only by trees that always need clearing, trails that must be cut and improved, lakes we have never explored, canoes that always have to be painted, shelves just asking to be built, wood which must be cut and berries that have to be picked. Then there are maps which have to be followed, books which beg to be read and a gramaphone with records from "The Saint Matthew" to "Oklahoma," and of course there are the campers and the canoe trips.

Each spring we look forward to a long session of leisurely loafing with hours and hours for basking in the sunshine and for reading all the literature befitting a professor of psychology and a nursery school director. Each summer I intend to make a very intensive study of the psychology of the adolescent, using our twelve as suitable case material, and Flora promises she will prepare papers on the equipment and nutritive requirements for a seven day canoe trip. Last year I toted up "The Principles of Systematic Psychology" (964 pages) and Flora took "Nursery School Education." Somehow, as soon as we pass the city limits our I.Q.s fall by 30 points and we begin to suffer from the delusions that theories of psychology and the preparation of papers for learned societies are unimportant (What utter nonsense!) and that the only realities lie in the planting of pine trees and painting the cabin. The psychiatrists, I believe, call these sudden changes in sets of values a crisis situation. If so, we have two each summer, one when we go north, the other when we come back. My only worry is I am never quite sure which is the delusion and which, oh my erudite friends, is the truth. (Are you?)

If our plans for intellectual pursuits are frustrated by our temporary (?) lack of intelligence, our plans for restful leisure are likewise defeated by all those things which simply *must be done*. Compelling motives I believe these are called. For instance, there was that lovely summer afternoon entirely devoted to the roasting of a chicken. It happened like this. Some friends of ours were driving up the highway that passes the end of the lake. Like all our friends they believe we are slightly out of our minds, which may be true, but unlike others they apparently believed, in addition, that we must be starving, which is never true. Anyhow, they left a basket-filled-with-goodies-for-the-deserving-poor with Henry. Henry keeps some tourist cabins up by the bridge. He can't see so good and he's had his leg broken in nine places, but he is our counselor, philosopher and friend. He also fells our larger trees and conveys his own version of the latest war news from his radio to us so we always know that "the Germans ain't doing so good" or "the Russians be doing real fine now." Anyhow, Henry brought us the charitable basket containing one quart of maple syrup, one bar of bitter chocolate, one bottle of maraschino cherries and a chicken. Also a note from our friends apologizing for not being able to come in themselves. (I fear they knew the relative locations of the refrigerator, the fireplace and the china and were afraid.)

A chicken is not a treat in our lives; it is an event. We have cooked practically everything in our dutch ovens from nine pound roasts to apple pies, but none of us had ever done a chicken over an open fire. (Was our campcraft training deficient? Or have you?) I got our cook books. We have two: the Boston, which Flora once gave me for Christmas and I, expecting a rousing novel, was disappointed, and the Pocket, which I bought and often read in rest hours. We looked up Chicken, roasted, stewed, fried, fricasseed, and pie, and decided roasted. We looked up stuffing and we three (Helen, who also runs a nursery school, was with us) organized the preparation. Then, to our horror we found the chicken had not been drawn! Much to our despair we discovered that nowhere in our very wide training in psychology and nursery education had any of us ever drawn a chicken. Nor did Barbara Ellen Joy's complete articles or Catharine Hammett's ABC's of camping give us any clue. However, a psychologist who is never baffled by a conflict situation should never be by a mere chicken—indeed our whole training prepares us to draw things out—so I simply looked up the index of the cook book, found fowl—methods of drawing, read the instructions clearly and carefully twice to Helen and Flora, and then went for my afternoon siesta. At three-thirty when I awoke they were still looking for the lungs. Supper was delicious—except for the fact that the chicken's legs fell off when we

(Continued on page 154)

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Adventure in Democracy

By LOUISE ADLER

WORK FOR WORK'S sake rarely appeals to the adolescent boy or girl. Creative work with a challenge is enthusiastically hailed by young people. Boys will be eager to spend hours over a hot stove and girls will lay floors and shingle roofs if there is a reason and they have been in on the planning. This has been the experience of Camp Juvenile during the past six years. Camp Juvenile is a co-ed, cooperative work camp, designed for adolescents only.

On the first day of camp everyone meets in Council. Staff members as well as campers have only one vote apiece, and wherever possible the staff remains in the background. After a brief discusssion on cooperatives, their successes and failures, the Council sets up its own laws. When shall we start the day? At first everyone votes to get up at eleven o'clock. No one discourages this idea, but as the activities of the day are planned, everybody suddenly realizes that there won't be time, so rising time is gradually pushed back to seven o'clock. Thus we set schedules, safety and health rules, social conduct procedures.

Then the major work projects are considered. What, in the way of construction, is needed most or first? Can we afford it? Is our construction counselor skilled for the particular work considered? Before the day ends each cabin chooses a Senator. The Senators meet in the morning with the staff members and a working schedule is arranged together. Every camper takes his turn in the kitchen, at cooking, serving, dish washing, cleaning. And every camper is assigned to a constructive job. Three construction projects are kept underway simultaneously so that these assignments can be tailored for skill and physical endurance to the individual camper. Each boy and girl spends two hours a day on construc-

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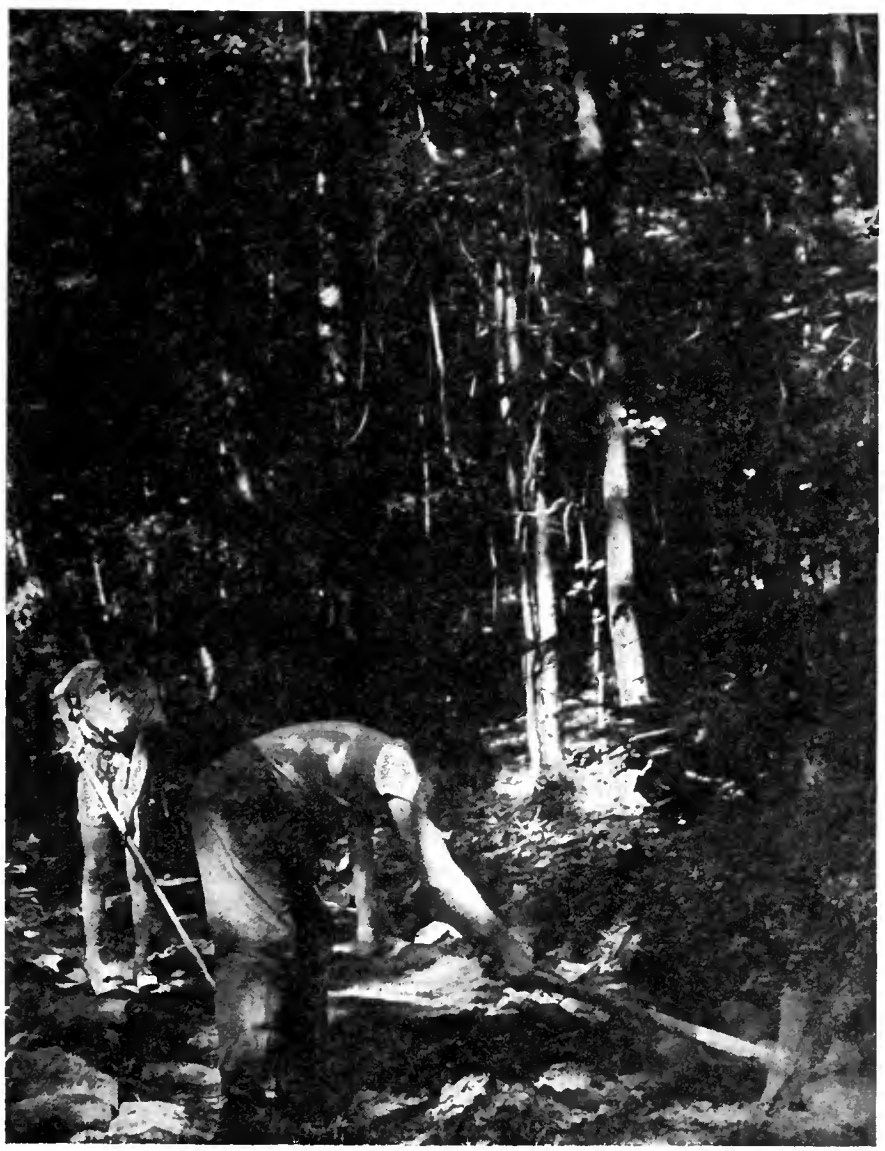
Building a path at Camp Juvenile



What They Say About Camping

"IN THE SUMMER CAMP there is a chance that the younger generation may recapture some of the values precious to men of olden times and almost forgotten by the city dweller. Every child has a right to the ancient heritage of strength and joy that flows from emotional experience of nature's moods."—From *Camping and the Community.*

"The most valuable parts of a camp program are those in which there is the greatest possible camper participation."—From *Camping with Crippled Children.*

"If one were asked to choose the most desirable objectives for camps, the development of tolerance and understanding of the viewpoints of other people, the development of work habits and skills, and of physical and mental health would stand high on the list."—*George F. Zook.*

"The end of camping is not that we be ceaselessly active out of doors, but that activities be selective and gradual, and that they find their expression on trails that have no end." — From *Camping Today,* Camp Fire Girls.

"Camp can meet the need of a camper for friendship, appreciation, group association, and adventure; for the satisfaction of curiosity and for new experience. That setting which helps him in these satisfactions becomes meaningful and is charged with a compelling drive to act, to do, to live."—*Louis H. Blumenthal.*

"The camper learns the trees and plants and wild life. He sees the wonders of the skies and knows something of the mystery of the stars. . . . He knows how to live comfortably in primitive conditions. He is healthy; he is natural and spontaneous and, trained in the game of clan, learns to be loyal and considerate." — *Detroit Recreation Camp.*

"To me camping means the educational and recreational process of understanding and enjoying natural conditions, putting man against nature and discovering the freedom which lies in compliance with what are literally the laws of nature, and spiritually the laws of God."—*Charles W. Elliott III.*

"No camp can have a complete camp program without art . . . for it takes art to round out the astonishing experience of living out of doors with friends."—*Abbie Graham* in *Working at Play in Summer Camps.*

"The all-inclusive objective of a camping experience is to make the life of the camper healthier, richer, and happier." — From *The Child Goes to Camp* by *Sidney J. Crawley.*

"That camp is educating for spiritual growth whose members live in an atmosphere of vitalized beauty, where . . . that inner wealth which makes creative activity possible is being constantly enriched by association with rich personalities." — From *The Place of the Organized Camp in the Field of Education.*

"Camp activities grow out of the child's need. To visit the heron rookery on an island he must be able to canoe. There cannot be safe canoeing without certain ability in swimming. To go swimming he must obey certain food laws. Each step is a vital part of his existence. Out of such experiences come growth."—*William G. Vinal.*

"This then, is the role of camping today—the promotion of joy, health, social growth and education, all toward the end of training intelligent, informed, functioning citizens in a democracy accomplished through living in the out of doors under guidance."—From *Camping Magazine.*

"Realization is coming that camping is close akin to all our efforts to rebuild society and rehabilitate our civilization. All youth should be taught how to live the good life."—*Carlos Ward* in *Organized Camping and Progressive Education.*

"Camping with children has tremendous possibilities for feeding the bodies, minds, and spirits, and for making them grow." — From *Camping Today.*

"Camping has served to give a new meaning to education, lifting it from a cloistered world of theory into one of realism and everyday experiences. Camping has operated as a liberalizing and progressive force in American education."

—*John W. Studebaker.*

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Research and Restoration by Boys

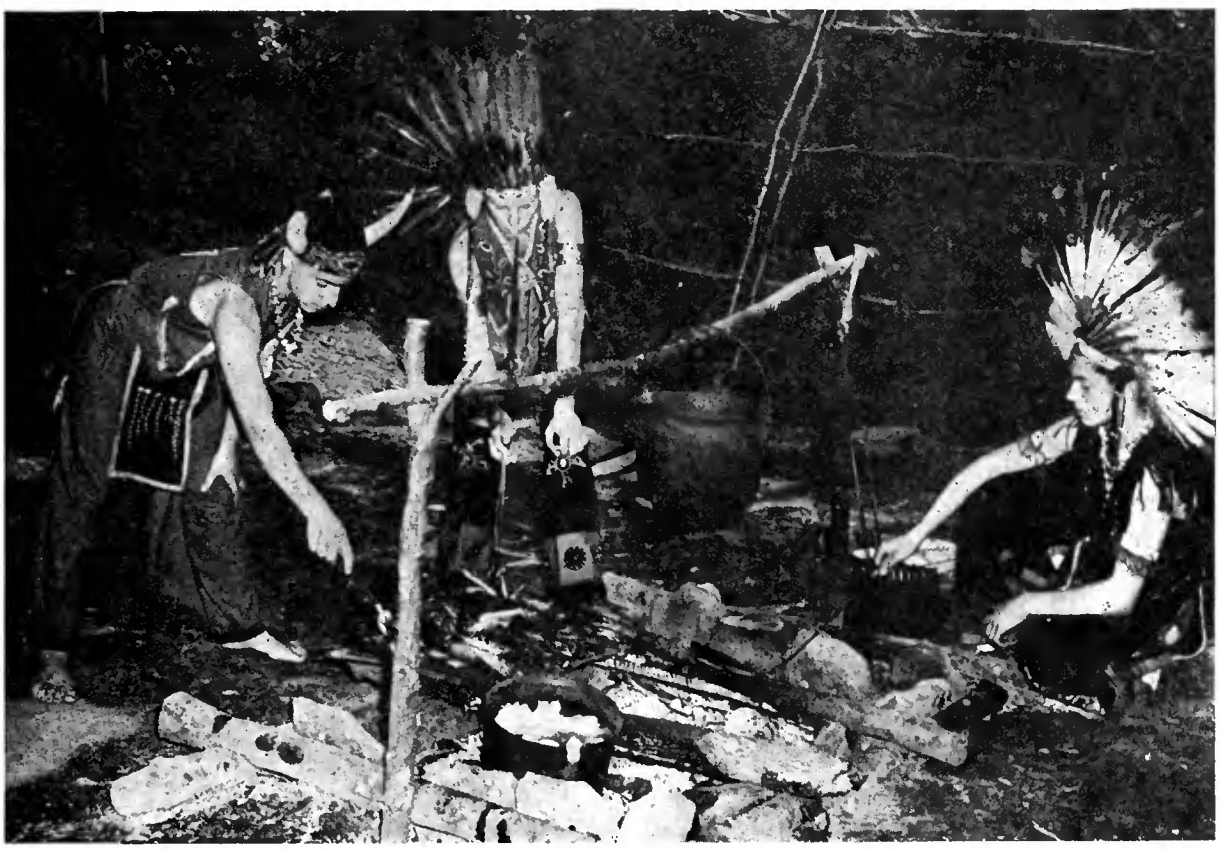
By ALBERT B. HINES
Executive Director
Madison Square Boys' Club
New York City

AT THE BEGINNING of the nineteenth century the Wappinger Indians were still camping near Carmel, New York. In 1812 their last settlement was disbanded. Weather and time obliterated all traces of their sojourning. But the legend of their unhappy tenancy lingered through the years.

Some 130 years after the last Wappinger campfire had burned itself out, a group of boys, under the direction of an older leader interested in Indians and their lore and customs, began to seek out the available facts about the Wappingers and the confederacy to which they gave their tribal name. The boys were members of the Madison Square Boys' Club. The Club's directors had decided upon a new educational project for the Clear Pool Camp, whose property lay over the original Wappinger site. A reconstruction of the Indian village seemed to be an ideal project for some of the boys of the Club. During the winter they could go researching for the information that would enable them to do the actual reconstruction when summer came.

The boys dug into the history of the Wappingers and gathered as much information as possible from written records preserved in libraries. When they had digested this data they went to the Indian Museum and studied there a model of an Indian village. They learned their lesson well enough to reproduce the model in miniature.

Cooking after the manner of the Wappinger Indians



In the early summer—before camp opened—the youngsters went to Clear Pool on weekends. With the help of the caretaker they cleared a level spot on the lake shore about a hundred yards away from camp. After camp opened they lived on the

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Camping and Governmental Agencies

By REYNOLD CARLSON
National Recreation Association

THE TIME IS COMING when camping experience will be considered a normal part of the experience of every American child. Educators, social workers, recreation leaders, and health authorities recognize the values of the organized camping program for youth. How the camping experience can be made available to more American youth and how the objective of simple living together in the out of doors can be attained are problems to be faced in the postwar period.

During the war years camp facilities have been crowded to capacity. Many cities have been unable to care for the great numbers of young people seeking a place in camp. Higher incomes, with fewer opportunities for family vacations because of parents in service and industry, are no doubt largely responsible for this demand for camping.

As during prewar years, camping opportunities have been available to the "well-to-do" through private and organization camps. Social agencies have provided, at more moderate fees, camping experiences for the so-called middle classes, with some inclusion of youth from the lower income groups. Some welfare camps have provided good camping for the handicapped and for children unable to pay camp fees. However, the percentage of youth having the opportunity to participate in summer camp programs is still small, and even the moderate fees of some camps are prohibitive to many children who might profit from camp experiences.

From 1935 to 1937 it was estimated that eighty-two per cent of American family groups earned less than $2,000 a year. A family of five in such an income group would find it very difficult to provide any but the most modest camp fee. Though postwar income levels may be higher, many families will still find camps too expensive a luxury for their children unless some financial assistance to camping is given so that it can function at a lower cost, thereby making possible the inclusion of children who would profit most from such experiences.

It is evident that if camping is to be made available to a substantial percentage of American youth, public assistance will have to be provided. Such assistance will not mean a decrease in the camping programs of private camps and social agencies. Instead, all of these should profit from the increased interest in camping resulting from the development by public groups. Private agencies will generally have something distinctive to offer in terms of leadership, facilities, and program. Moreover, most public programs will, in all probability, provide a short-term taste of camping rather than a complete camping experience.

This summary suggests some of the ways in which governmental bodies—municipal, county, state and federal—are concerned with camping, with particular emphasis on what local governments are doing. No effort has been made in this discussion to mention the part schools may play in camping, as this phase of the movement is still in the experimental stage.

Municipal Recreation Departments and Camping

The Recreation Year Book of the National Recreation Association reported 228 different camps being operated by municipal recreation agencies in 1942. These figures include youth camps, family camps, and day camps. Some of the camps on the Pacific Coast have been in operation for more than twenty years and have experimented with various types of camp programs and organization. Some municipalities provide camp facilities for the use of other agencies. In addition to the camps operated by municipal recreation agencies, there are special camps operated by public welfare and health agencies, generally for handicapped or special groups.

Municipal Family Camps. The majority of the larger Pacific Coast cities operate family camps, some of them in as many as three separate locations. Often these camps are located on U. S. Forest Service property where, under long-term leases, the cities erect the necessary facilities. In other cases the property is purchased by the city or operations are carried on on leased private lands.

The use of each camp is generally limited to residents of the city supporting it, and the rates are generally so fixed that the operating cost of the camp is met or very nearly met by such fees. Facilities are generally simple. In many cases families live

in house tents that may be taken down and stored during the winter months. Meals are served by the camp so that mothers will not find it necessary to spend time cooking. The camp program varies greatly. Some events are planned for camp groups — evening campfire programs, organized hikes, excursions, and some social events. Generally campers are free to do as they please in family groups or groups of friends. The camps of the cities of Oakland, Berkeley, and San Francisco, California, are good examples of this type of family camp program.

Courtesy Detroit Department of Parks and Recreation

Blanket trouble

Increased pay, a short working week, wages on an annual basis, and vacations with pay in the postwar world will affect the vacation habits of great numbers of city dwellers. They may make possible family camping on a much larger scale, if such camping can be made available at a moderate cost. Increased facilities for low-cost family camping may well be in great demand in the postwar period. We are in great need in America of encouraging those things that families can do together. Because vacations of working parents are generally short and school vacations long, attendance at family camps will still allow plenty of time for children to participate in organized youth camping programs.

Children's Camps. A great number of cities operate children's camps as a part of the municipal recreation programs. In some of the western cities these camps are operated in conjunction with the family camps. The city of Oakland operates its children's camp in an area adjacent to its family camp. Other cities operate separate children's camps with much the same type of program as that found in the camps of the semi-public youth-serving agencies. Such camps may be designed to care for children from families of low income, although the majority represent a fairly good cross-section of the youth of the city. Rates are generally somewhat lower than those charged by most camping organizations, and usually some extra funds are made available from private sources to care in whole or in part for the expenses of children who would not otherwise be able to afford the fee.

The following descriptions of children's camps of two cities indicate patterns under which others may also choose to operate:

Columbus, Ohio. Camp Indian Village is a city-owned and operated camp located on the Scioto River about eight miles from Columbus. The 1944 season was the eighth year of its operation by the Municipal Recreation Department of Columbus. One hundred children and leaders can be accommodated at one time. The summer is divided into five two-weeks' periods, with two periods assigned to girls' groups and three to boys'. The periods are designed to accommodate different age groups, so that the early summer periods care for the younger children and the later periods the older. A fee of $7.00 per week is charged each child.

Battle Creek, Michigan. The Kellogg Foundation of Battle Creek has developed three camps on lakes within a few miles of the city. On these areas the Foundation has for some years been experimenting with school camping on a year-round basis and summer camping by special groups. During the year of 1943-44, all the students of Lakeview School were provided with a two weeks' camping experience at the expense of the Foundation.

It has been the intention of the Kellogg Foundation to experiment and then to encourage local community groups to develop their own

camping programs. One of the steps in this direction was taken last summer when the St. Mary's Lake Camp was turned over by the Foundation for a five-year period to a newly-created St. Mary's Lake Camp Association. This Association was organized on a county-wide basis with two superintendents of recreation and three superintendents of schools on its board of directors. The superintendent of recreation of Battle Creek was appointed director of the camp. The Community Chest of Battle Creek made $6,000 available to defray any deficit in operation for the first summer. A fee of $10.00 per week was charged each child. Children were registered for two-week periods. Funds were secured from local civic clubs to provide scholarships for children who could not afford the $10.00 fee. In its first summer of operation, six two-week periods were designated, thus providing a camp experience for nearly 600 children, as the camp could accommodate about 100 children at each of its periods. Both boys and girls were in camp at the same time.

Day Camping. The greatest expansion in the municipal camping field during recent years has been in the field of day camping. Sometimes such camps are operated in city parks on a neighborhood basis, with the camps located near enough to the children's homes so that the transportation problem is not a major consideration. In other cases the camps are located in outlying areas, with transportation provided by public utilities or by buses owned by city or school departments.

The term "day camping" in its best sense means a camp-type program of outdoor living carried on for an extended period of time with the same group of children participating throughout that period. In many of the day camps children hike, swim, participate in nature and camp craft activities, cook their own meals over camp fires, conduct campfire programs with singing, informal dramatics, and similar activities.

Excellent day camps have been conducted in areas with limited natural features where leadership has had vision and ingenuity. The more natural the surroundings, however, the easier it becomes to make a worthwhile camping experience.

Day camping often serves as an introduction to camping for many children and helps them develop interests and skills in outdoor living. In many cases it leads to the desire to participate in the organized camps away from the city. One of its chief advantages lies in its relative low cost and the possibility of reaching great numbers of children who would not otherwise have camping opportunities. Yet day camping is not necessarily a mass activity. Probably many small camps should be operated rather than fewer large camps.

Many cities are now considering the development of specific day camp areas and facilities as a part of their postwar planning program. Such plans should include provision for leadership and transportation as well as proper areas. Cities that can provide transportation as a part of their program will find much greater success, particularly when outlying areas are used.

In many cities the city parks are being used by other agencies in their day camp programs. The Girl Scouts in particular have done a great deal with day camping and have in many cases found city and county park areas suitable for use by their groups. Cities might well give more consideration to providing the right kind of areas for these groups to use and to giving all encouragement possible to the development of their programs.

Cities Provide Facilities for Use of Other Groups

Some cities have found it wise to provide facilities for use by other agencies rather than to operate all of the programs themselves. The Los Angeles High Sierra Camp facilities have in recent years been made available to organizations within the city in order that they might come in with their own leadership and program. Such groups as the Y.W.C.A., the 4-H, church groups, P.T.A., and others who did not have facilities of their own or who needed more facilities than those they operated found this camp an excellent place for their programs.

Other cities as a part of their postwar planning are contemplating the development of facilities and areas for the use of such groups or, in some cases, are planning the securing of areas with a minimum of developed facilities for the use of groups interested in primitive camping. Every city needs in its environs places where small groups—a scout group, a church club, or just a group of older boys—can go for overnight or week-end camping. Safe water and adequate garbage and sewage disposal may be all that is necessary in some places. In other places it may be desirable to have shelter varying from the open Adirondack type to a lodge

type equipped for winter camping, to accommodate fifteen or twenty people.

County and Regional Contributions to the Camping Field

There has been a definite trend toward county and regional park and recreation developments. Union County Parks in New Jersey, Dade County Parks in Florida, the Metropolitan Park System in the Cleveland area, the East Bay Regional Parks in California, the Cook County Forest Preserves in Illinois, and the Milwaukee County Park System are six such units that have made contributions to camp facilities and areas. In most cases their facilities have been used by day camp groups and for week-end or short-term camping. Some of the developments of this type, however, offer great promise of providing camping facilities near large centers of population. Generally they have the advantage over city park systems of providing more natural areas that lend themselves to better camping.

In most cases these county park systems do not operate camp programs themselves but do provide facilities for others to operate. Many of them now have or expect to have naturalist services and trailside museums that would be a great addition to camp programs.

State Agencies and Camping

Several state agencies have made contributions to the camping movement. Notable among these are the state parks, and the extension divisions of the state universities. State park areas and, in some cases, complete camp facilities have been provided for the use of camp organizations. Through the state universities help has been given to the 4-H camping movement, and in addition many universities have given leadership training courses and technical help in the development of camp facilities and programs.

Federal Agencies and Camping

The federal government, through various departments and divisions, has increasingly manifested its interest in seeing that camping opportunities are made more widespread. The Children's Bureau and the U. S. Office of Education have both endeavored to stimulate camping on the part of schools, other local public agencies, and the social agencies. They may well, during the postwar period, be expected to exercise their influence in the expansion of camping opportunities.

Extension Division, U. S. Department of Agriculture. For many years the Department of Agriculture has been giving direct assistance in the camping field through the 4-H movement. The program operates through the extension divisions of several state universities. Camping has been organized by the extension division specialists for 4-H youth, older rural youth, and adults.

U. S. Forest Service. The U. S. Forest Service, particularly in the west, controls some of the areas best suited to use by organized camping groups. In many national forests camp sites have been leased to private, semi-public, and public agencies for camp developments. The trails, roads, camp grounds, and other facilities have also been of inestimable help in the programs of camp groups in or near the national forests. In addition to providing areas, the Forest Service has furnished organized camp buildings and facilities for lease to agencies operating the program. It has here been the policy of the Forest Service to provide a basic facility, while the program is administered entirely by the operating agency.

U. S. National Park Service. The development of fifty-two recreation demonstration areas by the National Park Service during the 1930's was one of the most significant facility developments in the camping field. These areas illustrate the possible use of sub-marginal land near large centers of population for camping and other recreation purposes. The basic facility was provided by the federal government, and at a reasonable fee was leased to private and public agencies for program operation. It was the intention of the National Park Service that these areas would be acquired by the states and incorporated into the state park systems. As of 1944, many of the states have assumed this obligation, although the financial situation of many of the state park systems has not been adequate for the maintenance of the areas.

Like the Forest Service, the National Park Service provides camp facilities for the vacationist. These range from the well-developed camp grounds to the most primitive areas.

Trends and Conclusions

There is a definite trend in the direction of including camping as a part of the programs of such public agencies as park and recreation departments.

Camping at present reaches only a small percentage of the nation's children. Only through a great increase in funds available can the camping

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Print by Gedge Harmon

The City Looks to Camping

"REAL, RUGGED CAMPING." Wethersfield, Connecticut, is a residential town of 10,000 population located south of Hartford, the capital of the state. In 1943 the Wethersfield Board of Education expanded its educatonal services to include a summer recreation program, and to this end four centers for children of elementary and junior high school age were operated. The programs offered at these centers were patterned after the type of program traditional throughout the northeastern section of the United States.

The members of the staff concerned with this summer recreation plan decided that boys and girls who did not have the opportunity of going away to a summer camp should have camping experience as part of the local program. Thus was born the idea of the Overnight-Stay-at-Home Camp at Wethersfield.

The overnight camp was held at Mill Woods Park, a wooded recreation tract owned by the town but not yet developed for recreational programs. The agenda included swimming, sleeping under canvas, cooking out over an open fire, camp fire hour, and group games.

Over a hundred youngsters of elementary school age had their initial experience at outdoor, overnight camping in connection with this activity in 1943.

As we look back on the experience we feel we were of strong courage to undertake it as part of the public recreation program. It was real, rugged camping. Pup tents borrowed from local scout troops were pitched at the edge of the woods in a cow pasture. Each camper brought two blankets,

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CHILDREN'S SUMMER CAMP. During the summer the municipally-operated camp can be the answer to many a war working mother's problem concerning a vacation for her children away from the city. Families who formerly went to the country or to nearby lakes for their vacations were unable to continue the practice because of gas rationing, the employment of mothers, and other conditions.

Detroit's Children's Summer Camp located about forty miles northwest of the city, covers 314 acres which includes a forty acre lake and ten acres of woods. Many improvements have been made in the facilities and arrangements, and a beautification program has resulted in a very attractive camp layout.

The camp was operated as two separate units with the boys' camp on one side of the lake and the girls' camp on the other, each with a capacity for 200 campers. Children between eight and fifteen years of age were eligible.

No campers were accepted for less than a two-week period, thereby eliminating three round trips for the busses during the summer. The fee charged was $24 for the two-week period. The camp operated for eight weeks.

Children were transported from Northwestern Field every second Tuesday. On arrival at camp they were examined by the camp physician, their ration books were collected, and they were assigned to cabins according to their age group.

Each cabin was in charge of a counselor who was the "camp parent" during the child's stay and lived in the same cabin with his "children." For

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Fun in the Sun

By F. E. KARDES
Chicago Park District

Photo by Chicago Park District

Hoping for a big one

DAY CAMPS have sprung up in many places over the country in response to the need among youngsters for camping experience that cannot, for one reason or another, be met at regular summer camps. Day camps inevitably vary from community to community. Many smaller towns can find camp sites which differ relatively little from the sites of the summer camps and which allow for full nature programs and for similar activities. In other instances, in the large, congested cities where transportation systems during these war years are overcrowded and space is limited, it is not possible to take children each day to the "wide open spaces." That these boys and girls need to have some camping experience as much as any others is self-evident.

Even though day camps in large cities must necessarily "skimp" a little on some parts of the program, they can do and are doing much, through adaptation of the day camping program, to fill a need in the lives of city-bound boys and girls. This is evidenced by the work of the Chicago Park District which, in 1944 operated seventy such programs in the various parks of the city.

As a first step in planning the 1944 season, a committee of park supervisors and instructors prepared a mimeographed pamphlet suggesting methods and procedures covering publicity mediums, registration of campers, facilities (physical equipment and properties), organization and administration, program activities, health and safety together with sample schedules of camps operated in previous years.

A short institute was held for instructors who were to work in day camps. All of these instructors were skilled in specific fields. The institute covered subjects with which certain individual instructors were not fully acquainted such as drama, music and singing, crafts, nature lore, and junior first aid. Appropriate mimeographed material covering these and many other subjects was provided.

In order to accommodate large numbers of children with, in many instances, a small staff, the committee made a careful evaluation of the program to insure the best possible balance between guided and free activities for the "campers."

Each park planned its program in accordance with the particular facilities and personnel available. In some instances camps were operated for two four-week periods, giving an opportunity for new registrants for the last period. Other camps ran continuously for eight weeks. Some operated on a basis of three days per week, while others carried on camp activities for five days, local conditions governing the decision. In both cases Saturday was generally a day of special events, inter-camp competition, or trips away from the camp.

Most of the camps required that one of the child's parents accompany him at the time of reg-

istration, when the camp program and responsibilities of the camper were explained. Postcards were used to notify parents when a child was absent from camp, not for the purpose of securing an excuse but so the parents would not be under the impression that the child was at camp when he may have been elsewhere.

Instructions to Leaders and Campers

A list of instructions for the guidance of the leaders and also one to be given the campers at the time of registration were formulated. Those used at one park are shown here.

Instructions to Leaders

1. Call all campers together for special instructions.
   a. When a camper enters the grounds at 9:45 A. M. he will have constant guidance until 5 P. M.
   b. Campers may not leave the grounds at any time.
   c. Campers will participate in all scheduled activities and answer roll call.
   d. A card will be sent to the home of all absentees, and the campers may not return without it signed by parents.
   e. First aid will be given in case of accident and a card sent home explaining the nature and extent of the injuries. A regulation accident form must also be filled out.
   f. Name tapes must be sewn on uniforms, towels, and bathing suits, and all lunches must be marked.
   g. Regulation camp uniforms should be worn at all times.
2. Divide campers into age classifications and assign counselors.
   a. Midgets .....7, 8, 9 years
   b. Juniors .....10 years
   c. Intermediates .....11-12 years
   d. Seniors .....13-15 years
3. Collect all milk money, check attendance and report absentees, pack lunches, suits, and towels in carton, have leader report with carton to control headquarters, report number of milks and turn in money at headquarters.
4. When the bugle is blown, all groups will assemble in squads in the center of camp for
   a. Pledge to the Flag
   b. National Anthem
   c. Short workout (10 minutes)
5. Make an announcement each day telling the group where to report for the first activity.
6. Tell the children, upon completion of each period, where to go for the next activity and what it is.
7. Counselors will carry with them at all times, a complete program for the day and a roll book for each of their groups.
8. At 12 noon, all campers will report to the station where counselors and leaders deliver milk.
9. Two campers will be assigned each day as K. P.'s to clean headquarters.

Instructions to Campers

1. First official camp day will be Wednesday, July 5.
2. Camp will be held every Monday, Wednesday, and Friday from 10 A. M. to 5 P. M. with special tours and trips on Saturday mornings; Thursday evening campfires at 8 P. M. for awards.
3. All campers are to report at the field adjacent to the recreation building before 10 A.M.
4. Wear suitable play clothes (washable), and comfortable play shoes or gym shoes. A camp "T" shirt, to be worn at all sessions, will be issued each camper.
5. Bring your lunch and 5 cents if you want milk. Lunches must have names on them and must be checked in with your leaders before 10 A. M.
6. Bring your bathing suit and towel on Monday and Friday.

Fun in the sun with a sandwich

Photo by Chicago Park District

7. Flag ceremony will start at 10 A. M. sharp.
8. The group will be divided according to ages and sex, eight to ten, ten to twelve, and twelve to fourteen, and assigned to counselors.
9. Campers will take part in all activities unless they are sick. We recommend that each child be examined by the family physician before registration for this active program.
10. Parents are invited to visit the camp but should not interfere with the progress of the program.
11. In the event of rain an indoor program has been planned.
12. Do not bring or wear any valuables, as the park cannot be responsible for any valuables lost or stolen.
13. The campers will have the constant guidance of leaders.

The conclusion has been generally reached that it is advisable to charge each camper a nominal registration fee to cover the cost of materials used in craft and artcraft work and other small incidentals. This eliminates the necessity of daily collections and much bookkeeping.

Tags or some other means of identification are used to facilitate checking the roll of campers at the close of the day.

Planning and Leadership

Each camp enjoyed almost complete autonomy. Suggestions and sample materials were furnished, but no rules were laid down for governing the operation and conduct of the camp. Each selected a name which, in many instances, included the name of the park where camp was held. Groups within the camp often chose identifying names—birds, animals, branches of the armed services, Indian tribes.

Volunteer leaders were extensively used to supplement the park staff. They were selected in most instances from volunteers who participated in the regular park programs. Where additional training was necessary, it was provided at the local park.

Program

Programs varied in accordance with the physical facilities and staff at each park, but consisted of instruction and play and, where practical, achievement tests in:

Fishing	Softball
Boating and canoeing	Baseball
Woodcraft	Tennis
Nature lore	Archery
Amateur dramatics	Volley ball
Shadow plays	Track and field
Victory gardens	Horseshoes
Artcraft	Swimming
Storytelling	Water sports
Sandcraft	Baton twirling
Indian lore	Low organized games
Junior first aid	Commando courses
Outdoor cooking	Tumbling
Singing	Acrobatics (outdoors)
Rhythm bands	

Special events in practically all cases were planned by the campers themselves and consisted in general of intercamp competition, picnics, campfires, treasure hunts, tournaments, parades, powwows, water carnivals, trips to places of interest, circuses, carnivals, holiday programs and camp-closing ceremonials.

In planning the program it is important to consider what properties and physical equipment are available or may be secured and the following list has been found helpful:

1. Ground—space and location
2. Tents or shelters
3. Blankets from home
4. Outdoor grills or fireplaces
5. Cooking utensils
6. Chairs and tables
7. Games and equipment
8. Books and reference material
9. Craft material
10. Artcraft material
11. Oilcloth bags and sitters
12. Sports equipment
13. Sand—pool or lake
14. Beach umbrellas and tables
15. Toilet facilities, showers, and drinking water
16. System for checking clothing, lunches, money
17. Display cases
18. First aid equipment and supplies
19. Roving library
20. Rowboats and canoes
21. Flag pole, flags, weather signals
22. Life preservers
23. Casting equipment
24. Council ring logs
25. Nature trails and reference material

Program activities usually changed each hour, so that on an average day the camper would participate in six to eight different activities. In some instances the instructors would also change groups in accordance with his or her particular abilities.

In almost all of the camps the campers met regularly with their counselors and leaders to formulate the program and to give expression to their desires.

Free play periods were a regular part of all programs. At these periods the children entertained themselves with leaders present but in the background.

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Day Camp Tidbits

Print by Gedge Harmon

ON THE POTOMAC. Washington is hot in summer—really hot! The heat descends like a pall over the city, damp, palpitating as it rises in waves from the asphalt and the concrete. Bodies and spirits visibly droop during the long, humid days and the nights that never quite cool off enough for comfortable sleep. Adult tempers get a little ragged. Children, not conscious of the thing that is troubling them, tend to nag when boredom and tiredness drag at them. In the old days when there was gas for driving and cars to drive in, the roads into Virginia and Maryland were crawling with cars come sundown. Driving gave at least a temporary relief from the oppressive heat. In the old days, too, children schoolfreed by June were sent off to the country or the seashore or camps, if their families could afford it. If they couldn't youngsters and adults alike suffered in what silence and patience they could muster.

Washington's parks have always been "the shadow of a great rock in a weary land." Now they are something more. Now they are refuges for the small fry of the city in nine day camp centers. There are six such centers for white children, three for Negroes. The program brings to these children the satisfactions of the woods — woodcrafts, nature study, outdoor cooking. Once a week all the campers are taken swimming. They or their parents must devise transportation to the water, but all the swimming places are safe and convenient and the children somehow get there.

To oversee the program and the campers there is a staff of sixty people. Ten days before the season opens this staff has a preliminary training course. Each week they have a regular training conference. All of them as they sit around the council ring are deeply interested in the well-motivated activities of the camp.

So, now, when summer approaches Washington parents look with less apprehension to the time when school's out, and the youngsters find an added impetus to anticipating those days of approaching carelessness.

Gala Thursday in San Francisco

Although difficulties of transportation have made it impossible for many San Francisco children to spend their vacations in the country this year the Recreation Department has brought the country to San Francisco.

At the Gilman Day Camp, seventy-five children from a different Hunters Point Unit each week spend their days in a camp-like atmosphere.

After registering at the camp upon their arrival at 9:00 o'clock on Monday morning, the children divide into groups numbering from seven to ten, select their own camp sites and dig their fireplaces. It is interesting to note that children whose homes are situated near the water always make their camp in the hills, while those whose homes are in the heart of the city select their camp sites as close to the bay as possible.

The program offers a variety of campcraft activities. The Boat House has been converted into a craft shop where the children make flags for their camps, and are instructed in finger painting, water coloring, and clay modeling. All are taught how to

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build camp fires and they take turns at gathering wood for the fires. Hiking is one of the most popular activities on the program. The individual groups never leave their camp sites unguarded and take turns at sentry duty.

A hot balanced meal is served the children at 12:30 daily which they eat picnic style on the lawns. At 5:00 P. M. all return to their homes.

Thursday is a gala day at the Camp, and the children all come in costume. Following a picnic supper, the children and their parents gather around the camp fire for a program of plays and skits.

The fact that the children show an average weight gain of three pounds per child, and the many requests for permission to attend the Camp a second week, are indications of its success.

It is hoped at the close of the war that the Day Camp facilities can be greatly extended to accommodate more children and more activities. However, for the present it is providing a real camping experience in the country for many children who have never been out of the city in their lives.

The Gypsies Are Here

Camp Conestoga, a gypsy camp resembling a day camp, was opened for the first time in the summer of 1944 at Anapamu Park, by the Santa Barbara City Recreation Commission. The main feature of the camp and the thing that gave it its gypsy nature, was the mule team and wagon by means of which the campers moved about. The team was lent by the United States Forest Service through Mr. Nash-Bouldon of the Los Padres National Forest, and the wagon was lent by a local citizen.

The camp was run on a schedule of activities five days a week. The schedule which was changeable to meet changing interests and activities, was as follows: Monday—Camp meeting day. Plans were made for the week's activities; Tuesday—Games and crafts; Wednesday—Trip to the beach with dinner being cooked either there or later at the camp; Thursday—Overnight trip to some spot within mule distance; Friday—Disbanding the trip; Crafts and games. Almost 300 different boys and girls visited the camp at least once during the summer. A total of 2,436 daily attendances was recorded. There was an average daily attendance of 51 children. Boys outnumbered girls about three to one. The ages of campers ranged from two and a half years to eighteen.

The program had a much wider range of activities and hence appealed to a much wider group than the usual playground program. It included all the usual playground activities. Opportunities for the development of democratic qualities and for true recreative experiences were very much greater. This type of program might well be established in other areas of the city in place of the usual limited playground activities.

"Homefront Rest Camp" for Decatur, Illinois. Because so many of the children's fathers, relatives and friends are in service, the military theme was used during the entire season of 1944. The woods were converted into a "Homefront Rest Camp." On entering the camp, the campers assembled at "Cassino" for an explanation of "G.I. jives" and "squeaks." The campers were divided into "Marauders" and "Wacs" and taken on "Terrain Survey" over the Eisenhower and Clark trails. While "snooping" through the woods, the campers were familiarized with the most common types of vegetation.

The creek which winds through the woods was named the English Channel. At noon the Marauders and Wacs gathered at Cassino for mess. Here the campers were issued noon rations and given instructions in fire building and cooking over an open fire.

Competitive examinations for ratings were held. These examinations included relays, throwing, carving, exploring, organized games, rope jumping, etc. Campers winning ratings were presented with them by the C.O. during the Court of Awards.

Each camper was given the opportunity to participate in a Chumfoo nature quest. The participants were given slips of paper, on which were listed the names of at least ten types of vegetation which were studied while hiking over the trails. The children became members of the Tribe of Chumfoo if they were successful in finding and identifying specimens on the Chumfoo list. Campers who qualified as Chumfoos were eligible to attend the Chumfoos reunion. These were overnight camping periods and were held on the last four nights of the camping season. For many it was the first experience of overnight camping.

United Nations Day Camp. 1944 was a tough summer for children in Rochester, New York. Many of them were seeing their fathers or brothers or neighbors going off to war—to war which, as reality, is outside the child's world no matter how much it may color his play. They were restless and uncertain, these youngsters. In the fever-

(Continued on page 163)

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No More Water Wings!

By EDWARD A. WACHTER
Superintendent
Troy Recreation Department

and EMANUEL ELFENBEIN
Director of Swimming

GONE ARE THE DAYS when swimming was the orderly end-product of a disorderly process of wading, dog paddling, floundering through the initial stages of a "side stroke" learned by precept and example. In those ancient and honorable times learning to swim was accomplished more by good luck than good management. Now—as art and science—swimming is taking its place in the ranks of the "must" skills. Many an ole' swimmin' hole has disappeared into the limbo of things looked back upon by middle age as half-forgotten joys. In its stead modern swimming pools, scientifically equipped, hygienically chlorinated stand ready for the season's crop of green and seasoned swimmers.

The Pool

It is in such a pool that Troy's youngsters—and oldsters, too, for that matter—learn correct form, the basis of which is breathing. The pool is a Bintz model, oval in shape and 120′ x 80′ in size. Its bottom is shaped like a spoon. The water's depth varies from three to nine feet. To caution non-swimmers, a life-line is extended across the width of the pool fifty feet from the shallow end. Numbers in block form indicate the depth of the water at various intervals. There are ten ladders evenly distributed around the pool making it possible for swimmers to enter and leave the water quickly. The two diving boards, one a three-meter (ten foot) board and the other one meter (three and a third feet) are situated so that they will not interfere with each other. A sliding board at the shallow end provides amusement for the youngsters.

The superintendent of the pool cares excellently for the 220,000 gallons of water which is the pool capacity. Hourly tests are taken to determine the alkalinity and acidity of the water. A double filtering system continually circulates chlorine at the rate of sixteen pulsations an hour and rids the water of dirt or foreign substances.

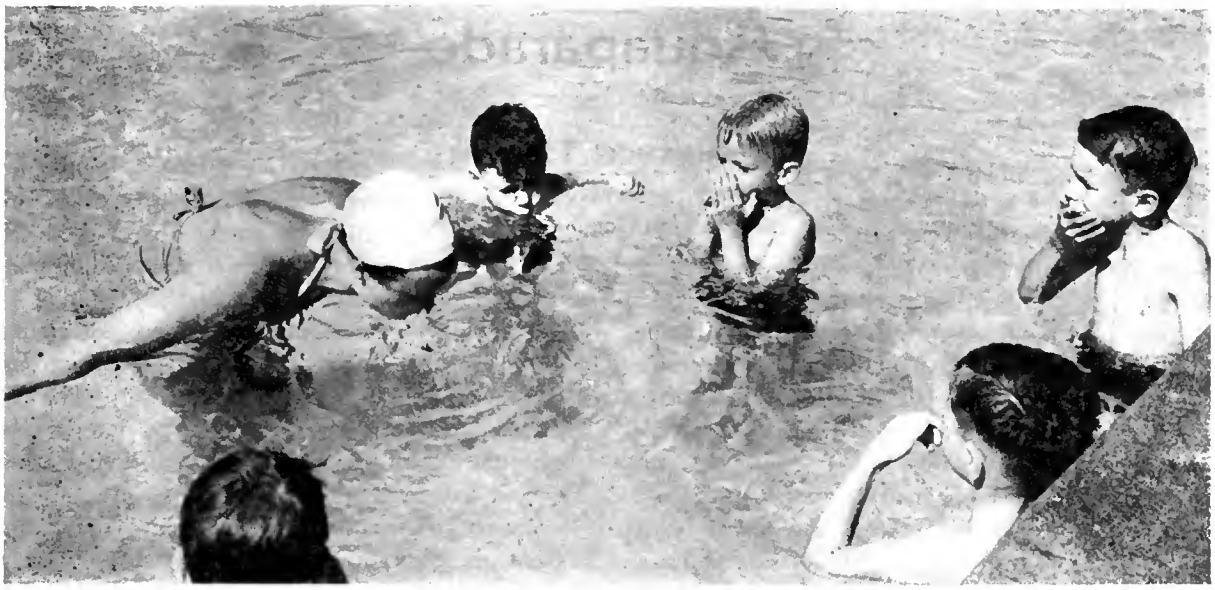
The teaching of various swimming programs are made relatively simple by the physical structure of the pool. The Supervisor of Swimming and Water Safety for the New York State War Council has this to say about Troy's pool: "It is the most practical municipal swimming pool in this area. I say practical because any municipal pool should be built with an aim to teach swimming. This is ideal. Look how clear it is. No child would get out of sight."

The pool was ready for use by 1926. For ten summers boys and girls, men and women, wandered in and out of its waters at will, to swim as swim can or just to cool off like the hippopotomi in a jungle stream. But in 1936 the pool director, with the enthusiastic support of the city's newspapers, inaugurated the first of many "Learn-to-Swim" campaigns. That newspaper support was important because it enabled the Recreation Department to get word of the campaign to many people who would not otherwise have known of it. Every day for two weeks before the beginning of the lessons the *Record* newspapers ran stories on the advantage and the desirability of learning to swim. And every day on the city page there was a coupon for prospective learn-to-swimmers to clip out, fill in, and send to the pool director. The names thus sent in to the Recreation Department were recorded and the people they belonged to were notified when and where to report. In this way hundreds of Trojans embarked upon a career of swimming calculated surely to bring them pleasure in the years to come, possibly in emergencies to get them out of waters deep enough for drowning the uninitiated.

Once upon a time learning to swim was a matter of good luck — at least for city people. *If* there were a lake or a river or a pool handy, boys and girls took to it — with water wings to help them get used to this new element. Now learning to swim is another story. Water wings and the dog paddle have been superseded and it's now possible to "learn to crawl in five easy lessons." The story of how swimming is taught in Troy, N. Y., is an example of what can be done by a community with an idea, imagination, and a plan.

The 1944 Season

In the summer of 1944 the Learn-to-Swim program got off to a good start. War workers from Troy's industrial plants were enthusiastic. Youth agencies cooper-



Courtesy Oglebay Park

At Troy it takes five days to make swimmers of beginners

ated closely with the Recreation Department in giving the youngsters under their guidance a chance to learn swimming through competent leadership and supervision. Red Cross and New York State War Council courses were available to swimmers who knew the fundamentals but wanted to develop endurance and stamina or to learn the special mysteries of self-preservation in emergencies. Such courses were taught by pool guards, qualified Red Cross instructors, under the director of swimming.

The Program

Each campaign is divided into two independent periods, the first held during the third week in July, the second during the first week in August. Beginners who don't quite make the grade in the first session have another chance to pass their tests in the second. Successful "graduates" of session one can go ahead with advanced courses and pass Red Cross beginner and intermediate tests in session two.

The program for beginners is planned to cover five days with an hour's class period each day. Each class is divided into squads, the size of the squad depending upon the number in the class. Lessons are carefully planned by the director so that a new goal each day builds gradually into swimming confidence. Swimmers receive general instructions over a microphone from the director. Each squad's instructor sees that the director's words of wisdom are followed. The director himself stays near the "learners," overseeing all their activities. Daily conferences between director and instructors promote better teaching.

The first lesson is designed to help the landbound adjust to this new medium at their disposal. Each lesson overlaps the previous day's instruction. Here, in very brief outline, is the five-day lesson plan:

First Day—Mental and physical adjustment of learners

Second Day—Proof that buoyancy exists naturally

Third Day—Movement

Fourth Day—Coordinated stroking and kicking

Fifth Day—Swimming—Test for twenty-five feet

If the program is to be successful the teaching process should be lively and interesting, constantly presenting new challenges to the swimmers. Contests, games, wisecracks, awards of merit, interviews at the mike for outstanding progress lend variety and spice to the day's plan. Furthermore, such devices give the shy, the backward, the reticent added incentive to progress toward the goal set for the day.

Teaching Tips

The following suggestions to staff personnel are used not only during the Learn-to-Swim periods, but also during the entire season:

(Continued on page 164)

Aquaparade

By FRANCIS T. LEAHY
Director
Kingsbridge Community Center
New York City

THE QUESTION before the house had to do with swimming. "What," the members of the Recreation Commission of Newburgh, N. Y., asked themselves, "what could be done to finish up the swimming season with a real bang?" The usual water races didn't seem to fill the bill. There were a lot of good swimmers in Newburgh. There were people with ideas about pageants and spectacles. At the moment Billy Rose's Aquacade at the New York World's Fair was the talk of the town. Why couldn't Newburgh borrow ideas and, perhaps, headliners from them?

That seemed like a sound idea. But the budget of the Recreation Commission didn't quite run to such an undertaking. Financial backing would have to come from one of the civic groups in the community. Because it had always been squarely behind municipal recreation in Newburgh the problem was taken to the Lions Club of Newburgh. Once that group was convinced that a combined water show and stage spectacle was feasible, it went all out for the idea.

Planning struck a snag almost at once when it was discovered that neither the name nor the headline talent could be secured from the World's Fair show. But that didn't even dampen the enthusiasm of the planners. A member of the Lions Club came up with "Aquaparade" for the title, and headliners were sought and found elsewhere.

Duties Are Assigned

Organization and preparation were cooperative. The Lions Club divided its group into committees including Talent and Publicity, which had the business manager of the local newspaper as chairman; Tickets, for procuring, distributing, and selling tickets; Door, to secure and arrange seats and to collect tickets; Ushers, to place patrons in their reserved seats; Program, to raise funds via the sale of advertising space in a souvenir program; Property and Stage, for borrowing amplifyers and securing props needed for the effective presentation of the performances; Attendance, assisting in the control of youthful local talent; and, Observation, which made general over-all suggestions based on visits to rehearsals.

The swimming pool director, representing the Recreation Commission, arranged and produced the show. His responsibility included the general planning of acts to be presented, selection of music, arranging for specialties, securing talent from pool patrons, and scheduling and directing rehearsals. The latter were arranged with a minimum of interference with daily swim periods. Held two or three times a week from the beginning of the season, they offered free swims and fun while learning. Discipline problems were few since everyone was kept busy. Each drill was planned carefully to get the most out of the limited time available. Attendance was taken and records kept of each session in order to weed out those not entering into the spirit of the thing. More swimmers were drilled than were needed for each act to allow for shrinkage by the night of the show. Those who failed to appear were not invited the following year. Penny post cards, local radio stations and newspaper, telephone calls, and announcements at each rehearsal were all used to keep in contact with the participants. The swimming pool staff assumed specific responsibilities in connection with the rehearsal and production of the show. The cashiers kept attendance and records and did the clerical work involved. The lifeguards rehearsed and drilled the water acts. The male and female attendants kept order in the locker rooms, and the engineer was in charge of the stage and lighting.

The Program

The Aquaparade was arranged in four major divisions—water ballets, water specialties, a stage program, and special headline talent. The opening and closing numbers were water parades of swimming talent with a patriotic theme worked into the closing event. Water and stage acts were alternated throughout the program. The stage was constructed at one end of the pool. All water numbers originated at the opposite end. Timing and coordination were stressed. A script for the master of ceremonies, with cues for lighting changes and entrances and exists, was worked out. The M. C. rehearsed in advance.

Water ballets were organized as mixed groups

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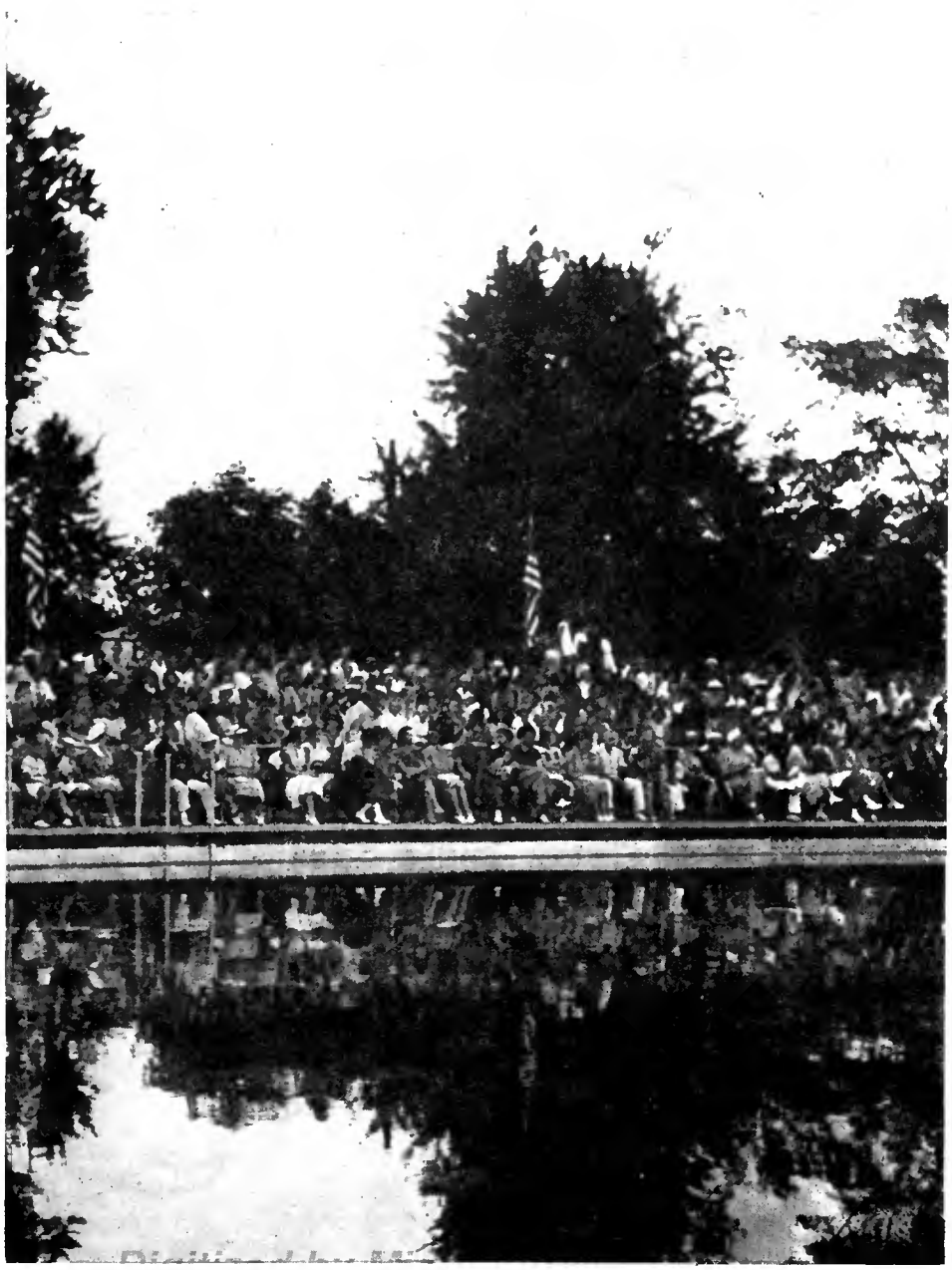
and as separate groups of aquabeaus and aquabelles. They were both successful. Themes selected for ballets were religious, sentimental, patriotic, or romantic, and music appropriate to the theme was chosen to accompany it. The development of the ballet pattern began with a neat snap dive by pairs from the deep end of the pool. Two straight lines of swimmers, in rhythm with the music, went to the center of the pool and there began the basic formation of the pattern — a circle with hands joined and arms extended. From this circle a variety of patterns were formed with a group of numbered key figures moving at given signals to form, as the ballet required, a bell, a heart, a shamrock, or a wagon wheel. No circle was needed for patterns such as an anchor or a cross. Two straight lines formed the basis of such designs. Extended arms and joined hands maintained tension on the circle and insured symmetry of circular designs. The ballet was completed by returning to the circle, breaking at the far end, and swimming rhythmically out by pairs to the stair exits to the lockers.

Water specialties included exhibitions by local diving talent including older boys and young men, young boys, and girls. Each dive was announced and described by the master of ceremonies. A spotlight was focussed on the diving platform. Dives were performed by individuals or by combinations of two or three from high and low boards. Comedy diving provided a separate act and required careful planning and rehearsal. The act was brief and snappy. It included costume, cupid, water fountain, splash, double, and parachute dives. Other water specialties included spotlighted tandem swimming exhibitions to music by expert mixed duets, and an excellent burlesque of this feature. Even featured performers entered

(Continued on page 166)

Section of audience watching Aquaparade show



New Adventures in Chip-Carving

By CATHERYN ZERBE

CHIP-CARVING, a very old Swiss craft, deserves more followers. It has, up to now, been taught in America in its very simplest form, that of small geometric patterns, necessarily limited in decorative scope, and has rightly been considered an almost childish craft. The truth is, chip-carving is capable of interpreting design of great beauty and variety. The primary technique is the same regardless of the line to be carved, straight or curved. Those of us who have experimented with the curved line patterns find that effects can be achieved which are almost three-dimensional because of the perspective which light and shadow lend by reflecting the cuts at varying angles.

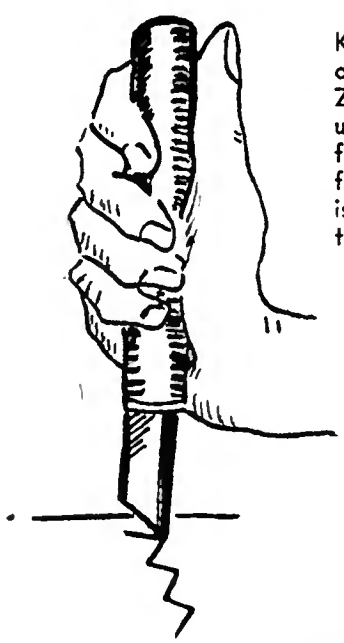
Substitute knives have successfully replaced the imported knives that chip-carvers have used so many years. The starting point in developing any craft is to have good tools and material: in carving, sharp, properly shaped blades and suitable wood. Let's start with the knives.

The airplane knives being used for plane models are splendid, particularly the X-Acto knife and its accompanying blades, No. 19 and No. 22. The No. 19 blade is a very satisfactory stick-knife shape, while the No. 22 blade, if honed down on the curved side and sharpened on the straight edge, makes a fine cutting knife when assembled with the No. 1 handle which is designed to fit. These blades can be re-sharpened many times, and if used with proper care, will last a long time. The price is nominal and standard.

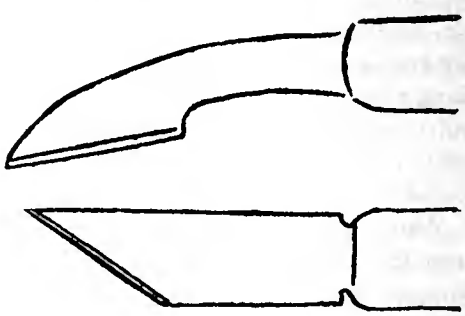
The next step is to find proper wood. Every carver finds his own medium according to his taste, strength or purpose. Most carvers will agree that the best all-purpose wood is poplar. It is not too hard to cut and has a pretty grain which takes stain and finishes well, and it is obtainable. Experienced wood carvers usually prefer the harder woods, but there is much danger in using maple, walnut, or mahogany until one has developed sufficient wrist-strength to guard against accidental cuts in the wood when the knife-pressure wavers—as well as the possibility of cutting the hands!

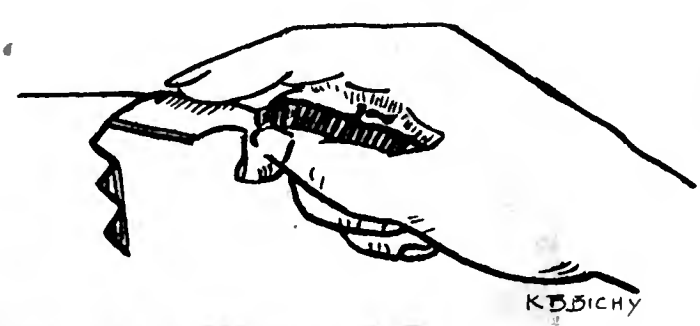
Yes, knives and wood are very important, but there are other items of equipment, less tangible, that one needs to have at the beginning to some degree — the enthusiasm, self-confidence, creative desire and patience that all worthy crafts require and will develop to a point of inspiration if pursued with enough diligence. At first, the objective

(Continued on page 160)



Knives may be home ground from ordinary kitchen knives. Mrs. Zerbe's technique calls for the use of the knives with a swing from the wrist for safety and freedom. In this method the knife is never balanced by placing the thumb on the wood to be carved.





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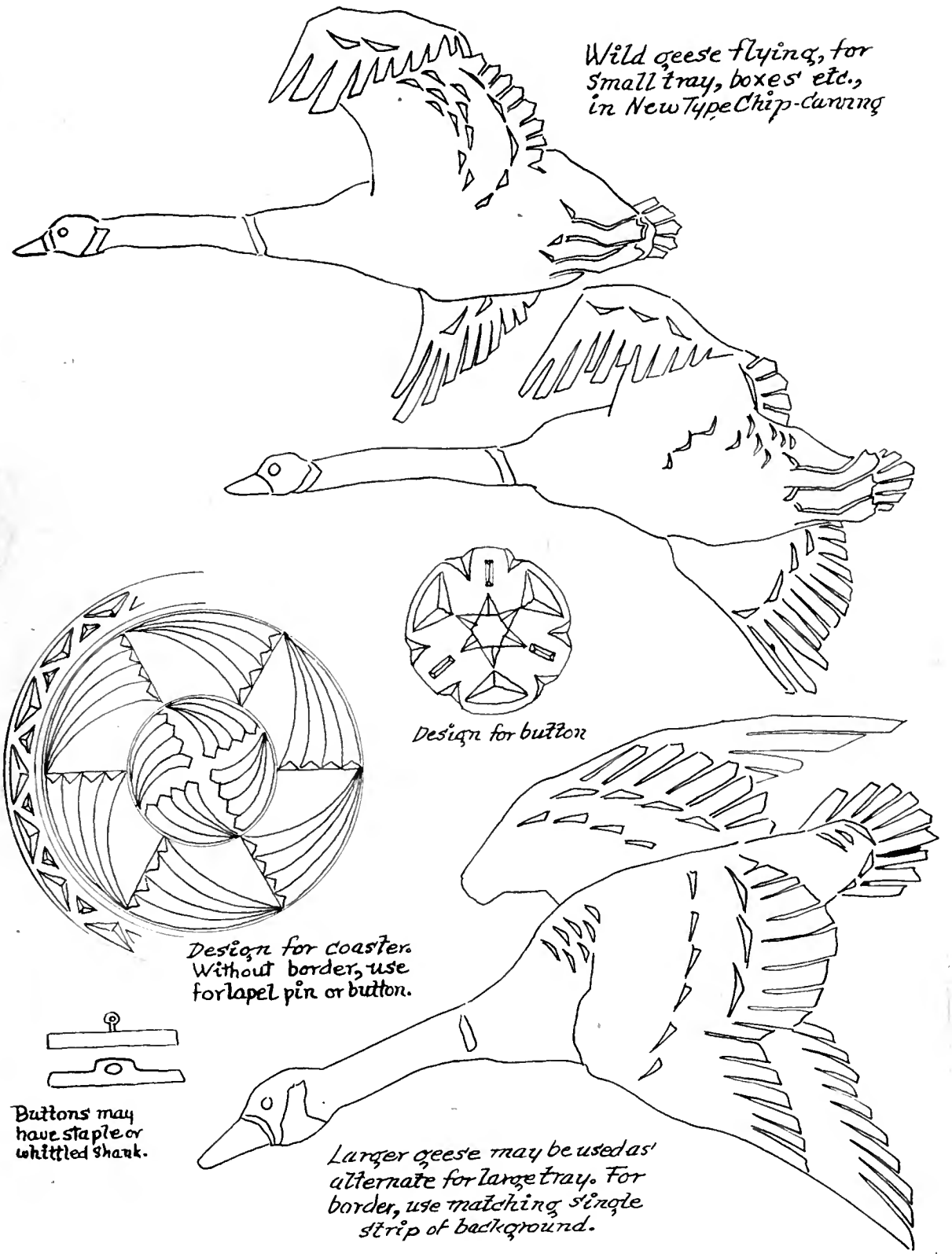
Wild geese flying, for small tray, boxes etc., in New Type Chip-carving
Design for button
Design for coaster. Without border, use for lapel pin or button.
Buttons may have staple or whittled shank.
Larger geese may be used as alternate for large tray. For border, use matching single strip of background.

JULY 4, 1944

Fourth of July celebration began with a parade. Three children of a typical city family march ahead of the flag (top), inspect the winning coaster wagon, and await their turn to get ice cream which was given at the park (center). Lunch time, and the children join Mother and Dad for a picnic on the grass (bottom).

MILWAUKEE

Photos courtesy Milwaukee Sentinel

Crowning Glory for the Fourth

EVERY HOLIDAY celebration must have its high point, some event that will send participants and spectators home with a feeling of well being and a sense of the special quality of the day, be it solemnity or gaiety, patriotism or holiness. That carefree quality known as "the holiday spirit" has a great way of "mounting its horse and galloping off in all directions," and in the general jollification the cause being celebrated seems often to be lost.

Such a thing is very apt to happen to a Fourth of July "shindig." The patriotic speeches are more than likely to fall upon ears that are unhearing because their owners are preoccupied with the fine times they have had or are about to have at parades and games, picnics and races. But, after all, the Fourth of July is our only national legal holiday. All the others are celebrated by agreement or by hit and miss "local option" or are decreed by proclamation from the powers that be. Independence Day alone is set aside by law for marking the birth of a nation.

So, it is especially important that the celebrants of liberty proclaimed throughout the land should top off a day of proper enjoyment with the consciousness that they are remembering a high moment in the life of their country. One way of insuring this mood is to build the day's occupations toward a dramatic presentation of the meaning of freedom.

Such a program can and should be planned on a scale commensurate with the talents and facilities of the community. It can be a long play or a series of short plays, a folk dance festival or a pageant or a presentation by a verse-speaking choir or a music program. It may be elaborate or simple, long or short, so long as it keeps the spirit of the day.

There are but two "musts" for the kind of thing we have in mind. It should draw into it as active participants as many people and as many groups as possible. It should be a real community presentation—not just the work of the recreation department or of some one group requested by the recreation department to take over the job. Civic clubs, woman's clubs, churches, youth groups, music and art clubs, museums and libraries, all the myriad organizations whose activities are striving to enrish urban life should have a part in the planning and production of this crowning event. There will be enough jobs for all of them, no matter how simple the plan, for the details that go into any fine production are endless. If each group undertakes a clearly defined part of the whole job, if each understands from the beginning how its particular bit will contribute to the whole show, the production will proceed easily and smoothly to a performance that will satisfy participants and spectators alike.

The other "must," especially as regards a play or a pageant, is the choice of good material to work on. A lot of poppycock has been foisted upon an unsuspecting public in the name of patriotism. Much that is mere sentimentality and much that is bad drama or bad pageantry has been poured from the printing presses and produced on non-professional stages by men of good will but little knowledge of dramatic values. It is no more difficult (to say the least) to work on good material than on bad. The difficulty lies in finding the kind of play or pageant that is worth the trouble of producing. In the short play classification there are a number of scripts that are good. Here are a few suggestions:

For Country and Mankind, by Bernard J. Reines (Longmans Green, New York, $2.25) is a collection of twelve short non-royalty plays based upon the lives and work of well-known men and women. *The Free Company Presents,* by outstanding American authors (Dodd, Mead, New York, $2.00), also a collection, is a group of plays in radio form. However, an appendix gives suggestions for adapting the material easily and quickly for use as stage plays. The quality of the writing in these scripts is masterly. *Haym Solomon,* by Marcus Bach (Walter H. Baker, 178 Tremont Street, Boston, Mass., $.35) dramatizes a little publicized incident in the American Revolution. *They Also Serve* and *If He Could Speak,* both by Harold G. Sliker (Row-Peterson, Evanston, Ill., $.50 each) are patriotic dramas designed for choric speaking. An excellent program, using mass singing by the audience, can be worked out around one or more of these short plays and their like.*

(Continued on page 165)

*For other good short plays for the Fourth of July see publication MP 252 of the National Recreation Association. 10 cents.

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Education's Other Half

By WILLIAM L. LLOYD
Director
Cabrillo Marine Museum
Los Angeles, California

ONCE UPON a time a hobby was something that just grew along as a person grew from seeds planted, perhaps, in childhood. Nobody except its "owner" paid much attention to it. Every now and then, increasingly during the second and third decades of the Twentieth Century, men and women would "take up" a hobby because the doctor's dictum was, "A hobby—or else!" The curative value of an avocation was recognized—after the fact—but many serious-minded and hard-working people started collecting things or making things or doing things with an air of hang-dog apology. Latterly, hobbies have been in more favor, because more and more people have come to recognize the pure joy as well as the preventive therapy that lies in (to quote Mr. Webster's fount of all knowledge) "an engrossing topic, plan, etc., to which one constantly reverts."

There is an historical background for this changing viewpoint about what we might term "creative play for adults." Each of us must express our individuality if we would lead truly normal lives. In most of us this need takes the form of an urge to create. Before man's ingenuity had developed technological leisure to its present high point, we could express our individualities through our jobs. When manufacture connoted what it meant derivatively—handmade—there was real creative satisfaction in the day's work no matter how long or hard the day might be. The medieval journeyman who had, with his masterpiece, achieved full membership in his guild, was a creator whether his craft was making shoes or settings in gold cunningly wrought for crown jewels. When we built our own homes and, with spinning wheel and loom, hammer and saw and chisel largely equipped them, that need to combine the skills of our hands and our heads was largely satisfied.

But the first "mules" and "jennys" that proved beyond all doubt the commercial value of the combustion engine started a chain of events that has put man's work into a different category. There is little creative satisfaction in pulling a lever to set a machine in motion. There is no satisfaction at all in bemoaning the "dear, dead days" before the advent of machinery. But the fact remains that a chance for self-expression is just as essential to happiness as a successful business or profession. A normal life should strike a nice balance between the two.

The recreation movement has grown rapidly because of a demand which is often a step ahead of the ability to meet it. ("A man's reach must exceed his grasp, or what is he striving for?") Playgrounds are offering good programs; dancing, games, group activities. These forms of leisure-time activity are necessary. They should be continued and developed further. But they are not the complete answer to the people's need for recreation.

People are ready to find new outlets for that creative urge of theirs. They have caught up with the lag in thinking about the use of leisure time. They believe that when peace comes everybody will have more leisure. They need to be guided, to be shown ways to the greater personality satisfactions that they all want. The nation needs to be taught hobby-mindedness. Here is a job for the recreation movement worthy of its belief in its own "professional" status.

The arts and crafts classes at playgrounds and recreation centers are a step in the right direction. Here more and more emphasis should be placed upon the future, the "carry-over value" of the work being done. The youngster can be taught to value his craft knowledge as a necessary step toward a normal, happy life. A hobby must be chosen as carefully as a college or a job. A hobby should be something that will have a life-long appeal, something that can be taken up at any time, in most cases something that does not depend upon others for its development. Nor should a hobby be carried on in an off-hand or slap-happy manner. Few of us, per-

The Los Angeles Cabrillo Marine Museum is owned and operated by the Playground and Recreation Department for the purpose of interesting people in nature study as a hobby. There is nothing of more absorbing interest than the study of some phase of nature in an effort to find out how wild creatures, large and small, live; to become acquainted with our most fascinating plant life, or to make collections of butterflies, shells, fossils, or the many other marine and fresh-water forms of life.

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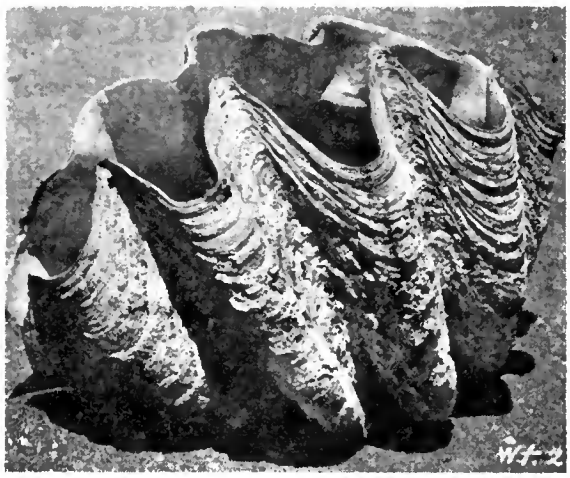
haps, are endowed with that capacity for taking infinite pains that marks the perfection of genius. And certainly no hobby should be allowed to become a chore because of a perfectionist attitude. But youngsters should be taught to set up high standards that will grow with advancing maturity and ability. Every individual has a right to this other vital half of education. Business or professional education is designed to train us for security in life. Hobby education should train us for happiness. The two should balance.

Perhaps "hobby" is not the best word to describe this other half of education. Many people still think of a hobby as a collection of something or other of great interest to the collector and full of exquisite boredom for everybody else. Collecting is often all that a person wants for a hobby. But a hobby may also be a study of any of the sciences, it may be a love of invention, the making or playing of a musical instrument, painting or whittling or keeping scrapbooks or bees or dressing dolls or acting or designing sets or a thousand and one other activities that spring from the heart and the interest of any individual. There is no limit to what "hobby" may include.

The recreation director can help young people or adults to decide what is of most interest and then help develop that interest. It does not matter what the interest is. The only thing that matters is that the thing be desirable for the pleasure and the satisfaction of the doing.



One of the inhabitants of the Museum is a giant clam weighing 200 pounds

". . . We could enumerate an endless list of men through the ages whose hobbies have become their great contributions. Tony Sarg develops an interest in marionettes, and Jacks, the English philosopher, takes up architecture; McKenzie sculptures; the American Academy of Medicine sponsors an art exhibit for its members, and John Finley takes long walks. So it goes! One man works in a garden, another maps out the migratory habits of birds. One carves canes, another collects rocks; one plays the violin, and another collects stamps. One man builds a rock garden, and a second raises Jersey cows. One paints, and another hunts for dinosaur eggs in the Gobi Desert. One builds a cabin up the river, while another gives his time to a boys' club. A superintendent of schools spins pewter and one of his teachers makes beautiful bows and arrows. One group of boys constructs an electric eye while a second group builds model airplanes. And so the list may be extended to include every phase of life." — *Jay B. Nash.*

Here are some of the species of geese to be seen by visitors to the Marine Museum

Recreation for Workers in Small Plants

By C. E. BREWER
Field Representative
National Recreation Association

RECREATION for employees in small plants is fully as important as it is for employees in larger plants. Small plants are working at the same intensive pace necessary to meet war production needs. The strain on the individual worker is just as great and he needs the release and the fun which comes to him through recreation activities. The importance of this is brought out by the fact that fully 50 *percent* of all industrial workers are employed in plants of fewer than 500 employees. If the recreational needs of this half of the war production force should be ignored, the total contribution which recreation can make nationally to employee morale, absenteeism, and working efficiency would be seriously limited.

The value of recreation for employees in industry is well brought out in the following summary of reasons given by industrial recreation directors and personnel managers who have watched at close range the effect of recreation programs on workers:

Recreation gives the worker the opportunity to participate with others in activities which offer relaxation from long hours and the strain of work.

Recreation helps to build up self-reliance in employees and creates *esprit de corps* among them.

Recreation provides workers with a natural outlet for the expression of their desires and interests.

Recreation contributes to the physical health and mental stability of employees.

Recreation helps to create better relations between employees and management.

Recreation, through the development of leadership ability, helps discover foremen and supervisory material.

Recreation programs that are well administered usually attract efficient and interested workers to the plant.

Recreation helps to build worker morale, to increase production efficiency, and to reduce absenteeism.

The problem of organizing recreation programs for small plants is entirely different and more complex and difficult than it is for large plants. Employees in the smaller plants in general want to do about the same things in their spare time that employees in larger plants do, but frequently there are not enough employees in small plants interested in some activities to justify organizing those activities on an individual plant basis. Then, too, the cost of organizing a small plant along the lines which have been successfully developed for large plants would undoubtedly be too heavy and require a per capita employee cost greater than necessary and beyond the financial resources available for a small plant program.

It is important in the case of the small plant that a careful study be made of local neighborhood and community opportunities for recreation already available to workers. It must be remembered that workers are not only employees of the plant, but that many are members of a church, of a fraternal order, of a union, and above all that they are mostly members of a family and will want to have much of their recreation with their family, with other members of their church, their club, their fraternal order, their union. The small plant program should be supplementary to community opportunities and not competitive with them.

There are some activities in which experience shows employees like to participate with other employees in the small plant, such as bowling, picnics, and plant competitive sports. It would be difficult, and probably impossible, in most small plants to develop an intramural program in those competitive activities in which more than a few individuals are required in each competitive unit, such as would be the case in baseball and softball. In other competitive sports, such as golf and bowling, intramural competition could be developed more easily.

Small plants could well develop at least one choral group, glee club, orchestra, dramatic organization, and numerous informal and social activities such as picnics, horseshoes, parties, dances, stags, and noon-hour activities such as chess, checkers, horseshoes, and dancing. Art, craft, and hobby groups are also possible in a small plant where there is effective volunteer leadership available to stimulate and guide such groups.

What Does the Community Offer?

The first step which management should take when considering the recreational needs of its workers is a study of just what the community has to offer in the way of facilities and program. In some communities there will be existing public and private recreation services which can meet some of the needs at least, both in the way of facilities

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and leadership. This has been amply demonstrated in a number of communities, both small and large. Where local services do not exist or are currently inadequate, representatives of small plants might well consider whether their first move should not be to assist in community efforts to create community-wide organizations which would serve their employees as well as others in the community, or to expand existing services where they need to be increased. These agencies could then supplement their community programs with service to industrial plants, and through the total services available provide a well-rounded program for all. This pooling of support of local programs, including public programs, would probably cost management less in the long run because of increased taxes or increased contributions to private agencies than it would for each small plant to attempt to provide a complete service within itself.

Where this is not possible or desirable, management should then consider the advisability of the organization of a community-wide industrial association in which all plants, or at least small plants, could cooperate in providing recreation programs for their own workers. This community-wide agency could provide leadership and stimulation for intraplant activities as well as a broad range of interplant programs.

Discovering Their Interests

Where community interest is lacking, or where other small plants are not interested in joining in a cooperative program, there are a number of things which a small plant can go ahead and do for itself, as suggested above. The first step in planning for this is to determine just what the recreational interests of the employees are. This is usually done through an interest-finding questionnaire. Experience has shown that a short form of questionnaire is much more effective than one which tries to cover too many activities or too wide a range of interests. The following form may be helpful in this connection:

EMPLOYEE RECREATION INTEREST QUESTIONNAIRE

OF THE

..... Company ..... City

Name .....

Badge or clock number..... Department.....

1. *Check only* the following activities you would take part in:

Archery	Baseball
Tennis	Basketball
Bowling	Softball
Volley ball	Golf
Touch football	Swimming
Horseshoes	Table tennis
Band	Orchestra
Singing club	Drama club
Social dancing	Square dancing
Rifle or Gun club	Horseback riding
Gardening	Hiking

Classes for making clothes or hats
Handcraft—making things useful for the home
Outings—such as picnics, melon feasts, fish fries, family parties

2. List any other activities in which you would be interested .....
.....
3. List activities in which you would be willing to give volunteer leadership .....
4. What position can you play on any athletic team....
.....
5. Can you sing.....play any musical instrument.....
6. Have you any specialty, or novelty act which you can perform on the stage, or over the radio.....
.....
7. Have you ever played in any dramatic or stage show
.....
8. What recreation facilities, such as gym, swimming pools, playground tennis courts, recreation room, etc., do you think should be built at the plant, or in the community that you do not have at the present time..
.....

Before the questionnaire is distributed, its purpose should be explained to departmental foremen or supervisors in order to secure their cooperation. The most effective returns will be secured by having it distributed by the foremen, timekeepers, or in some similar manner. Experience has shown that it is desirable to have employees fill out the questionnaires at the plant rather than to take them home. When they are taken home, relatively few will be returned. They should preferably be filled out at lunch or during rest periods or at some other time when this will not interfere with production. New workers can fill them out at the time they are employed or during an induction training period.

Planning the Program

It is not necessary or desirable to start a new program with a large number of activities. Greater success will be secured by starting with a few activities and then enlarging the program as rapidly as new ones can be absorbed.

In program planning the recreational needs of women workers should not be overlooked. Women can and will participate in many activities which are popular with men, although the difference between men and women in physical ability and recreation tastes make it necessary to develop special activities just for the women. Competitive physical activities take second place with most women. If a younger woman worker has to choose between playing a team game or keeping a date with a boy friend, usually she is not going to choose the team game. Women like to play tennis, badminton, golf, swim, skate, join a rifle team, ride horseback, sing in a choral group, participate in dramatics, or play in a musical organization.

Off-shift workers should be considered, too, and every effort should be made to have community facilities available at odd hours for them where this can be done under proper supervision and control. Frequently this will require consultation with local governing authorities and the passage, amendment, or repeal of local ordinances.

It is important that plants do not themselves construct physical facilities for recreation in advance of the development of the activities themselves. It is only as the active interest of employees is expressed in participation, and when community facilities are not available, that construction of special facilities at plants is justified.

Form of Organization

The simplest and most effective form for the organization of plant recreation is usually to have a general council on which are represented the chairmen of individual committees appointed to be responsible for the organization and conduct of the different activities in which the employees have expressed an interest, and representatives of management and labor. This council can then elect its officers. The treasurer is bonded and usually is a representative from the plant auditor's office.

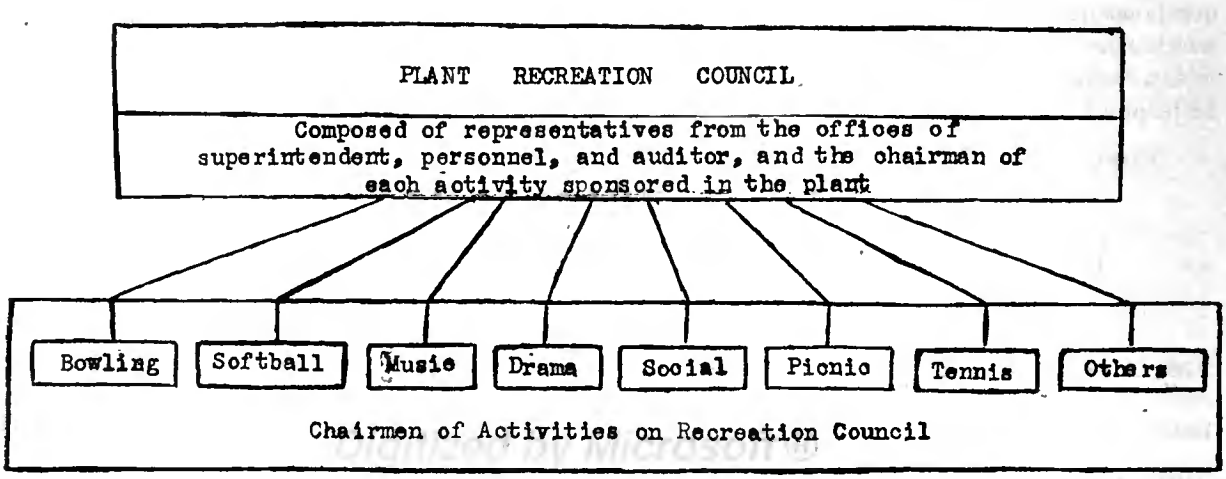
This over-all board would be responsible for stimulating activities, for establishing general policies and procedures, for appointing necessary protest committees for competitive athletics, and for acting as a clearing house for the scheduling of all events so as to eliminate conflict in dates. On the financial side, the board would have responsibility for preparing a tentative budget covering all recreation activities for the fiscal year, and it would present to management requests for any appropriations desired for the program. The board would also approve budget allotments for different activities as presented by the committees responsible for them, general over-all expenditures, particularly for interdepartmental or interplant competitive activities, company-wide picnics, dances and parties, and all contracts or agreements which would in any way commit the board financially.

Another form of organization which has been used in some plants is the club plan. Those interested in each activity form a club for that activity, with its own officers. The president of each of these clubs is then a member of a plant-wide recreation council. This is not essentially different from the plan previously outlined.

Large plants usually organize on a departmental basis rather than on an activities basis, but this would probably be impractical in most small plants. It is important that organization be kept as simple as possible.

Meeting the Bills!

Many small plants have hesitated to develop recreation programs for fear that the cost would be too great. It is true that the cost for employees



is apt to run higher in small plants than in larger plants, particularly where small plants try to copy the complete organization methods of larger plants. However, in a small plant it is not always necessary to employ a full time recreation director nor is it necessary usually to construct or operate major recreation areas or buildings. Community facilities can be used, many of them, such as recreation centers and school centers, being available at no cost or at a very small fee. Outdoor areas, where available, can usually be secured without cost. A large part of the cost of small plant programs has been for athletic equipment, such as uniforms, balls, bats, entry fees, and cost of officials. Where emphasis is not placed on interplant competition these costs can be kept comparatively low, thus keeping the total budget at a minimum. Aside from any amount paid for executive leadership, $3.00 per employee should provide an adequate budget and in many instances the program could be financed for less than this amount.

The program is usually financed by a contribution from management, admission fees, receipts from vending machines, and a small annual employee membership fee. Many activities, such as dances and parties, usually pay for themselves, and golfers meet a large part of their own expense through green fees, bowlers through alley fees.

There is considerable material available on recreation for industrial workers which is appropriate for small plants or which can readily be adapted to meet the problems of the small plant. Attached is a brief bibliography which will be helpful to those responsible for the development of recreation in an industrial plant.

A Brief Bibliography

General

**Recreation for Workers* ..... $ .50
(Suggests in very simple terms ways in which recreation can help workers in industrial plants to get the most out of their leisure time, and find personal satisfaction)

Industrial Recreation—Its Development and Present Status, by Leonard J. Diehl and Floyd R. Eastwood. Southworth's Purdue Book Store, 308 State Street, West Lafayette, Indiana..... .75
(Report of a study of 245 companies. Includes historical review, extent of recreation, administration, programs, facilities and equipment, with stated values)

Planning Industrial Recreation, by G. Herbert Duggins and Floyd R. Eastwood. Southworth's Purdue Book Store 1.00
(Report of a study of recreation in industrial relations; principles, policies, practices, and problems in organization and administration)

Selected Source Material in Industrial and General Recreation, by George W. Haniford, E. Patricia Hagman, and Floyd R. Eastwood. Southworth's Purdue Book Store..... .50
(A comprehensive list of references including articles, inexpensive materials, books and magazines)

Spare-Time—a War Asset for War Workers Free
Division of Recreation, Office of Community War Services, Social Security Building, Washington, D. C.
(Experiences are given to illustrate this comprehensive booklet)

**Recreation Services for Industrial Workers*.... .25
(Summary of addresses included in the *Proceedings* of the War Recreation Congress in Cincinnati, Ohio, October 1942, together with messages from leaders in industry and labor)

Personality and Charm. Educational Research Bureau, 1217 Thirteenth Street, N.W., Washington, D. C. ..... .10

Activities

**Party Booklets* .....each .50
Parties—Plans and Programs
Parties for Special Days of the Year
Musical Mixers and Simple Square Dances
Let's Plan a Party
Stunts and Entertainments
Fun for Threesomes

**Parties A to Z* ..... .75
(A party for every letter in the alphabet!)

**Dances and Their Management* (MP 313)..... .15

**Recreation for Men* 1.25
(Leisure-time activities of all kinds are suggested, and directions for playing games of all types are given)

**Games for Boys and Men*..... .50

**Games for Quiet Hours and Small Spaces*..... .50

**The Picnic Book* 1.25
(A comprehensive book on picnic organization and activities, with suggestions for other outdoor occasions)

The American Sports Library. A. S. Barnes and Company, New York City
(Official rules for sports and athletic games. Prices of the booklets, $.35, $.50, $.75, and $1.00)

Sports and Games, Technical Manual. TM 21-220. Superintendent of Documents, Washington, D.C. .30
(Layout and basic rules and fundamentals of seventeen sports and games)

**Singing America* ..... .25
(A collection of 120 songs and choruses from all the Americas. Accompaniment book, $1.50)

**Music and Men* ..... .15
(A manual on planning and developing musical activities in communities near training camps or war production centers)

* Published by the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

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Parks and Recreation in Minneapolis

On the 28th of next August, C. A. Bossen will retire as superintendent of parks in Minneapolis after thirty-nine years of service with the Board of Park Commissioners—ten years as superintendent. Mr. Bossen began his service in 1906, when Theodore Wirth became superintendent, and he has been a part of the Board for considerably more than half of the sixty-one years of its existence. In a tribute to Mr. Bossen and his work, Francis A. Gross, President of the Board of Park Commissioners says: "One cannot encounter him without being impressed by his sincere honesty; his simple, genuine frankness; and his broad, sympathetic, yet keen understanding of human values. These characteristics, together with his thorough knowledge of park matters and general public service, have enabled him to make significant progress during a most trying period of Board history, at the same time adding much to the prestige of the Park Department."

C. A. Bossen

Minneapolis has had a very unusual park development over a long period of years, and the problem of adequate park and recreation facilities and financing has always been of major concern to the Board of Park Commissioners.

In 1915 the Minnesota legislature first recognized the need for public recreation by validating a tax of 1/8 mill for playground purposes for cities of the first class. Four years later, this rate was increased to 1/4 mill. In 1920, the new city charter under a home rule also contained provision for 1/4 mill levy for playground purposes. In 1923 this rate was increased to 3/5 mill, and in 1927 the legislature set the rate at 1/2 mill, the peak levy permitted up to the present time.

During the early part of 1945 the Board of Park Commissioners requested the Hennepin County delegation of the state legislature to introduce and promote the passage of a bill to increase the playground levy from the present 1/2 mill to 2 1/2 mills. This action was taken by the Board at the request of the Minneapolis Council of Parents and Teachers Association and many interested individuals. The bill has been endorsed by many local P. T. A. groups, youth councils and other local groups, and the City Council has passed a resolution approving it.

The passage of the bill would make possible a total annual budget for all park purposes of approximately $1,100,000 which is slightly greater than two dollars per capita. This would conform to the recommendations made by L. H. Weir of the National Recreation Association after a survey of the needs of the city. The recommendations in brief are as follows:

1. A return to the full program of winter sports facilities.
2. A return to the full schedule of summer playgrounds.
3. The establishment of after-school playgrounds at a number of locations. (This is a new portion of the proposed program.)
4. The increase in the number of year-round community centers to operate, and the expansion of community center program to include

(Continued on page 154)

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How Does Your Library Grow?

YOU, WHO ARE CONCERNED especially with the welfare of children, with the formation of the habits of thought and of recreation which will help mold the life of the adults of the future, have you looked lately to your library?

Two hundred years ago John Newbery published the *Little Pretty Pocket Book,* the first book made especially for children. It was a *potpourri* of ABC's, rules for behaviour, rhymes and proverbs, letters from Jack the Giant Killer. So small a beginning fathered the industry that is children's books today. Thousands of books for young people of all ages roll from the presses each year. Some are "good." Some are, inevitably, less good.

Some boys and girls will read any book that comes their way—good, bad, or indifferent. Others —an appallingly large number—have to be lured or cajoled into reading anything more "literary" than the comics. Both the readers and non-readers need intelligent guidance. The energy of the readers must be turned into channels where it will do the most good. More often than not the youngster who will not read except under pressure has been prejudiced against all books because he has been forced at school or at home to read material that is dull or dated or academic.

Books can have far-reaching effects. They can widen horizons, stimulate the imagination, emphasize the likenesses of people and experiences in our shrinking world. The right kind of children's books can go far toward breaking down prejudices and stressing right attitudes.

Few laymen have the time to look with sufficient care over the whole field of children's books in order to choose those that will broaden and deepen a child's awareness of the world about him, break down undesirable attitudes and replace them with positive approaches to living, and at the same time hold the youngster's interest. The ordinary healthy child reads because he likes the story, because he finds new and wider experiences which he can transfer bodily from the printed page to the fantasy-world of his mind, often so much more alive to him than the world of actuality. There are two "musts" for a child's book, if the child is to be able to relive it in his own mind. The book must have a good story and the characters must be real people, not pale copybook figures seen on a shadow stage. Beyond this, youngsters are not apt to read books that obviously point a moral and they are quick to sense insincere writing.

Here for example are four books,* calculated to appeal to the average boy or girl and to stress without preaching about them strong and desirable points of view. They are books that are written with an eye to timeliness and reality. They go far toward underlining the ideas and ideals of American democracy and the hope of a united world, although in no case is either of those values definitely mentioned in so many words.

Three of them, *Orange on Top, The Sea Cats,* and *Barney's Barges* are for children in the eight to twelve age group. The fourth, *Wilderness Clearing,* will appeal to older children.

Orange on Top (the title refers to the band of orange that tops the flag of the Netherlands) and *Barney's Barges* are stories of wars separated by more than a century and a quarter, and of boys who shared in courage with older men. Each book has a strong, exciting plot, characters of "flesh and blood." *Orange on Top* leans, perhaps, slightly toward the sentimental in spots, but this is a minor fault in an otherwise excellent story of a lad who learns that even children must be disciplined if they would fight with men in the underground movement against the Nazi. The scene of *Barney's Barges*

(Continued on page 157)

**Barney's Barges,* by Don Aspden, Holiday House, New York, $2.00
Orange on Top, by Henrietta van der Haas, Harcourt Brace, New York, $2.00.
The Sea Cats, by Alice Curtis Desmond, Macmillan, New York. $2.00.
Wilderness Clearing, by Walter D. Edmonds, Dodd, Mead and Co., New York, $2.50.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

"*ALEUTIAN Islands,* Their People and Natural History" (with keys for the identification of birds and plants.) Smithsonian Institute, Washington. 131 pp. 21 plates. War Background Studies, Number 21.

Animal Wild Life. "The Natural History and Behavior of the Western Chipmunk and the Mantled Ground Squirrel," by Kenneth Gordon. Oregon State College. 104 pp. Illus. $.75.

Anthropology. "The World and Man as Science Sees Them," edited by Forest R. Moulton. Doubleday, Doran and Co., New York. 553 pp. $1.98.

"*Honeybee,*" by F. C. Pellett. F. S. Brooks, Mt. Vernon, Iowa. $.10. An excellent pamphlet.

Los Angeles Camps. Griffith Park is the largest park in the United States wholly within a city. The City Recreation Commission of Los Angeles is planning three children's camps, one for teen-agers.

"*Map Reading* and Aerial Photography Reading." War Department, F. M. 21-25, August 1944. Superintendent of Documents, Washington. An elementary manual useful in camps.

Missouri, Rockwoods Reservation is a nature recreationist's dream. There will be found several miles of nature trails; a wildlife exhibit interpreting the life of the region; a specialist on duty through the year to lead hikes, give talks, answer questions; campfire circle for meetings; spring exploration trips announced by the Conservation Commission. Harold I. O'Byrne, Conservator, Glencoe, Missouri, is in charge.

"*Nature Adventuring,*" adapted from *How to Survive on Land and Sea.* Nature Trail, Demonstration Area, Patrol Leader Training, Training Hikes, and Survival Hike, are the five steps developed by an experimental camp for Scouts conducted by the Grant Study of Harvard University and the Boy Scouts of America. The pamphlet is published by Boy Scouts of America.

Nature Equations. Take your choice: Drought + floods, dust storms, ravages of war, depression = man-made ills; or scientific knowledge + understanding, responsibility, cultural achievement = latent human power. Nature recreation includes the factors in the second equation, the greatest of which is cultural achievement.

Have you breathed the faith of fir trees
by the lure of campfire light?
Watched the wistful shadows creeping
towards the restful lap of Night?
Have you sent your thoughts a-homing
to the source of space and time?
Felt the pulse of soul communion full and
firm with the divine?
Sensed the wonders of creation? Gripped the purpose of the whole?
Then you know the mystic sweetness that
comes stealing o'er the soul
As on balsam boughs spread thickly on
the mossy mountain sod
One with questioning eyes looks upward
to the very heart of God.
—*M. D. Geddes in Canadian Nature*

Nature Leaders' School. There will be a beginner's and an advanced leaders' school at different places but at the same time, July 2-14. For information, write Federation of Ontario Naturalists, 100 Queen's Park, Toronto 5, Ontario, Canada.

Nature Recreation was the only kind the Indian had. No one foresaw that in a few generations people would have to be trained to enjoy the out-of-doors. This means leaders in nature recreation. Technical scientists like Archimedes, Galileo, and Newton worked in isolation. A leader in nature recreation has to work with people. A modern astronomical observer has to know how to handle telescopes, computing machines, photographic materials. Great foundations have been created by industry to advance this kind of scientific knowledge. The handling of people takes more tact than precision. The materials at hand are more numerous. Who is going to rise up and support nature recreation?

Nature Training School for children from nine to sixteen years old who have an interest in the out-of-doors. Three two-week sessions at a farm day-camp are being planned and directed by Worcester Museum of Natural History, Worcester, Mass.

Trees. "Some Useful Trees of the United States." U. S. Forest Service. Illus. Free from The Forest Service, Washington, D. C. A special compilation for members of Science Clubs of America.

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WORLD AT PLAY

Huckleberry Finn Day

THE FISHING was good —very good. With twigs and willows more than 200 youngsters, barefooted, their trousers rolled up, invaded Pioneer and Sorenson Parks in true Huck style. Before nightfall approximately 250 trout had been caught.

The occasion was Huckleberry Finn Day, sponsored by the Salt Lake City Recreation Department. Both boys and girls took part in the event and fished in the pools where trout had been "planted" for the occasion. There was no limit set on fishing. When the fish refused to nibble at the hook the signal was given to cast aside the tackle and try the Indian method — catch them in your hands—if you can!

Camping in Tennessee

TENNESSEE has pioneered in appointing a state administrator who will give the major portion of his attention to camping. He is Henry G. Hart, recently named administrative assistant in the Tennessee Division of State Parks, Department of Conservation. His principal responsibility will be the administration of the camp programs now in operation in the state parks.

The Undaunted Seabees

THE FANTASTIC construction feats of our Seabees continually awe everyone. But the job which most impressed a naval officer, who has just returned from a relatively uneventful cruise off the coast of Japan, came on some unrevealed Pacific island. Some 10,000 Seabees poured off a ship just in time to discover that a championship baseball game was scheduled for that day.

Two hours before the start all grandstand seats were occupied by the local garrison while the visiting Seabees were left out in the cold. Did that daunt them? The Seabees don't daunt that easily. They whipped around with the bulldozers and other equipment until at game time not only were all 10,000 of them located in makeshift stands but they had the best seats in the park.—From *The New York Times,* March 9, 1945.

Family Fun

THE Percy County Washington Welfare Department, Tacoma, Washington, in the February issue of its bulletin known as the *Foster Parent,* devoted considerable space to a discussion on recreation in homes under foster parent guidance. The material, a publication on which Thomas W. Lantz, Superintendent of Public Recreation, and Mrs. Agnes Smith of the staff of the commission cooperated, deals with simple things that children may enjoy in the home. This is the first of a series of articles on play which will be sent to 450 foster parents.

Radio Station KGW

RADIO Station KGW in Portland, Oregon, has sought for twenty-three years to find new and better ways to contribute to the community it serves. One of its most recent contributions has been in cooperation with the Recreation Division of the Parks Bureau. Under the banner of this Division the North Portland teen-age group has its own "night club." Each Saturday night KGW broadcasts a show direct from the Paragon. The broadcast manages to reproduce the club atmosphere. Sounds of the dance floor, the bar (soft drinks only, of course!), the band come over the air weekly. In less than eight months the club membership was doubled.

School for Parents

IN DEARBORN, Michigan, parents shown to be delinquent toward their children are sent to clinics where their problems are related to the wider picture of community living. One of the "courses" in this Dearborn school for parents was conducted by the superintendent of recreation. Less than 15 per cent of Dearborn's residents knew just what recreation facilities the community had to offer. The superintendent of recreation for Dearborn told his audience what they could expect recreationally from their community and where to go for it. He talked to them about games and showed them examples of handcraft made under the Recreation Department's supervision. The parents went away from that session wiser people, happier about prospects for themselves and their children.

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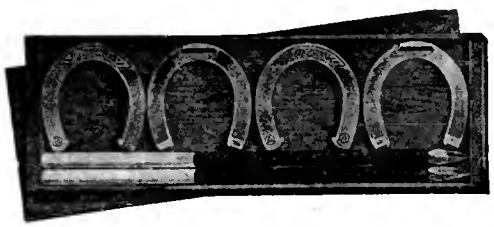

They'll Want Diamond Shoes!

FELLOWS who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

Diamond Pitching Horseshoe Outfits
Diamond Super Ringer Shoes
Diamond Eagle Ringer Shoes
Diamond Standard Official Shoes
Diamond Double Ringer Shoes
Diamond Junior Pitching Shoes
Diamond Stakes and
Official Horseshoe Courts

DIAMOND CALK HORSESHOE CO.
4610 Grand Ave., Duluth, Minn.

A Medal for Junior Gardeners—To encourage boys and girls to plant Victory Gardens, the National Victory Garden Institute, Inc., 598 Madison Avenue, New York 22, N. Y., will award the General MacArthur medal to outstanding young gardeners throughout the country. Any boy or girl may qualify for the medal by meeting the requirements of his or her particular organization on inspection by local leaders. Under the broad standards set up by the Institute, participating youth organizations have established standards consistent with the abilities of their particular age groups. A contestant must submit a record book after it has been signed by official local chairman or leader who will have visited the entrant's garden plot at least twice during the season.

The number of medals awarded will be limited to approximately 30,000 for the entire country. Medal winners are eligible to receive other local awards such as state awards of silver medals and the Green Thumb awards of war bonds. There will be ribbons and certificates for gardeners who do not win a MacArthur medal.

More Play Areas for Yonkers, New York—In the May issue of RECREATION there appeared an article entitled "A Realistic Postwar Plan," which told of the play areas the city of Yonkers, New York, is acquiring. Since the publication of this article word has come that the Committee on Regional Parks and Playgrounds, which is serving the city's needs, has recommended to the Common Council the acquisition of eleven more areas scattered throughout the city, making a total of more than thirty new areas which, it is hoped, will be developed for recreational use.

"Mr. and Mrs. America"—The Motion Picture and Special Events Section, War Finance Division, U. S Treasury Department, announces a release for free showing of "Mr. and Mrs. America," a film which pictures War Bonds in action as a help to win the war and secure the peace. The film uses a series of unusual action shots from the battle fronts to illustrate the power of bonds as a weapon of war. In the latter half of the film attention is directed to the War Bond's vital role in the postwar world.

Further information may be secured from the Motion Picture and Special Events Section, U. S. Treasury Department, Washington, D. C.

A New Park for Los Angeles—From 1919 to 1927 William S. Hart, two-gun hero of silent films when the "Western" was getting top billing at the movie theaters all over the country, lived with his sister in Los Angeles. Their lot spread for 209 feet along Sunset Boulevard. That property now belongs to the people of Los Angeles, given them by "Bill" Hart in recognition of what the American people had given him in his acting days. The property will be converted into a park for public use when peace has come. With the deed went a check for $50,000 for a fountain to be built on the site.

Neighborhood Committees Help Out—Neighborhood committees were active in Morgantown, West Virginia, last summer in helping to conduct the program sponsored by the Monongalia County Recreation Council. At least four parents appeared on each of the playgrounds to assist the recreation leaders. Fathers and older brothers of the children constructed table tennis tables, basketball backstops, wading pools and other facilities. Street dances organized by the adults were held to raise money for the purchase of material.

COMMUNITY
TENNIS COURTS
★
Dedicated to the Boys of this community who gave their lives to preserve freedom for Our Country

"IF THEY COULD SPEAK TODAY"...

● American boys are not, as a whole, fond of heroics. If they do something that calls for unusual fearlessness and cold courage, they expect no special reward. It's just part of the job. And these grand heroes would be the last to want a memorial or a statue. If they could speak they'd applaud the "War Memorials That Live" plan. They'd like to see a community tennis club—a stadium or play field, a field house or simple hiker's rest hut dedicated in their memory because it's something useful—something that brings fun and healthful exercise to others—something that will *live*.

If you are in a community where such an expression is in order, consider this "War Memorials That Live" idea. The movement is spreading rapidly and is being widely used and endorsed.

For further details write to George G. Trautman, Chairman, 30 East Broad Street, Columbus 15, Ohio.

MEMBER—*The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.*

★ ★

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

Wilson Sporting Goods Co.
Chicago, New York and
other leading cities

Wilson Athletic Goods Mfg. Co., Inc.
Chicago Plant

IT'S WILSON TODAY IN SPORTS EQUIPMENT

Adventures in Recreation

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If you do not have in your library this 140 page cloth bound book which has been selling for 72 cents a copy, this is your opportunity to secure it. As long as the supply lasts, copies may be purchased at **50 cents each.**

•

National Recreation Association

315 Fourth Avenue

New York 10, New York

Parks and Recreation in Minneapolis

(Continued from page 148)

more cultural activities such as music, dramatics, arts, etc.

5. The addition to the personnel of specialists in music, dramatics, arts and crafts, and nature study.
6. The restoration of facilities and the improvement of life guard service at a number of beaches and the addition of swimming facilities in areas not now served.
7. The redesigning of existing areas for greater recreation use and the acquisition of additional land for playground purposes.
8. The restoration of the summer playground pageant and the Lake of the Isles Water Festival.
9. Expansion of the summer park band and community sing program.
10. Provision of the resources to purchase adequate recreation supplies and equipment for an expanded program.
11. The restoration of the chrysanthemum show and other exhibitions.
12. The restoration of a high standard of maintenance in parks and playgrounds.
13. Enlargement of police force.
14. Increased lighting in parks and playgrounds.

NOTE: Word has been received that Governor Edward J. Thye recently signed the bill providing for an increase of one and a half mills in the allowable levy for recreation purposes in Minneapolis. This will provide an annual increase of about $230,000 in park recreation funds.

So Went the Summer

(Continued from page 120)

removed it from the oven, the banquet was fit for the king.

Then there are the periods when the campers are with us. Most of the girls have been to camps and are betwixt the age of camper and counselor. They have a trusting belief that canoe trips are fun. We think our canoe trips are pretty good; we have even written significant articles in journals such as this, telling the rest of you how to run them. We plan the routes carefully (democratically, of course, with the girls), we plan the menus (democratically and in terms of our supplies), but even we cannot do anything about the rain. We know how to get the tents up in time, to keep the food packs tightly under the canvas and to gather large piles of wood and put it under shelter before the rain. But we can't stop the rain.

One afternoon we made camp in a cloud burst and we cooked an excellent supper of succotash, bacon, butterscotch pudding and coffee, all flavored slightly with rain water. We stood in slickers and rain caps congratulating ourselves and each other on the wonderful supper. "If the American Camping Association could see us now I bet it would be impressed." "Not many trippers could get such a good meal in the pouring rain." "Gosh, Jane, the pudding was super." And then suddenly there was nothing to do but contemplate getting into a damp tent for a very rainy night. This was when one wondered why one ever goes on canoe trips. This was when one said, "Gee, I like to hear rain—on the roof." This was when one gradually began to feel cold and comfortless and very, very far away from any human habitation. And this was when Jane suddenly pulled out from her slicker pocket a pair of—of all things—a pair of white kid gloves. We shouted with amazement. Twenty-five miles from the nearest village, on a lonely, rain-drenched,

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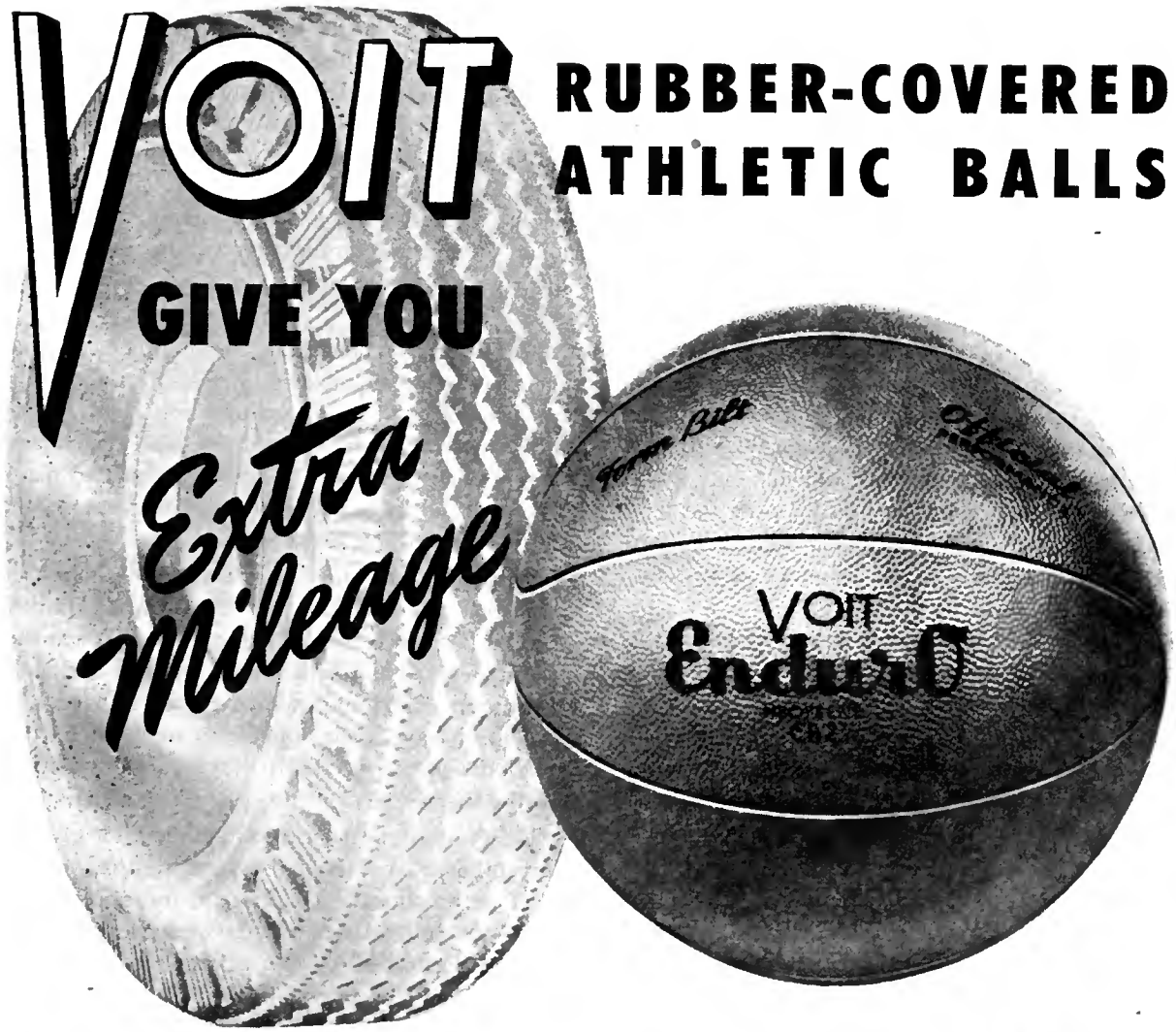

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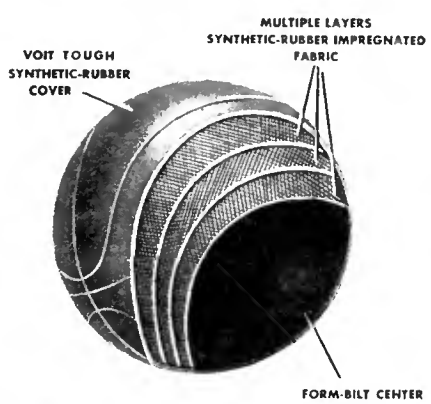

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desolate campsite, a pair of white gloves. So Jane put them on and immediately became Mme. Citronella reading our fortunes from the coffee cups. I was going on a trip and Flora was going to get a letter and Gery should be careful of a dark, tall man, and we giggled and chattered and made stupid puns and felt the warmth of the fire instead of the drizzle of the rain. And then to bed. What an opportunity I had missed for studying the adjustment of the adolescent to a problem situation! Perhaps a lot of the problems so profoundly analyzed in treatises on psychology would also vanish if someone would only produce the white kid gloves at the appropriate moment. There may be a moral in all this. I don't know. I only know we left the white kid gloves pulled over the tops of the dingle sticks by our dwindling fire. There they pointed defiantly to the heavens and we slept, forgetting all about the rain.

So amid the rush of lectures, the routines of the nursery, the crowded street cars and the incessant telephone bell, we look back to the summer. We have forgotten the days that went as we had planned; we have forgotten how carefully we organized our menus; we have forgotten the theses we were going to construct on the development of the adolescent. We remember the pine trees we planted (are they, I wonder, still growing?), the beautiful shelves I spent that hot July afternoon creating, the blueberry jam we supervised from bush to bottle. We remember the undrawn chicken and the kid gloves in the rain. Good things indeed to remember, for it's only on such detours that one catches glimpses of the unexpected and it's when our best laid schemes gang a-gley that we really find enjoyment. And all too soon, in occupations such as these, so went our summer.

Strategy for Growth

(Continued from page 116)

movements and sounds, script writing and theater construction can proceed hand in hand. A scene can be envisioned, expressed in movement, expressed in words sung or spoken or recited. Some campers will plan scenes, others will write dialogue or music. Some will work at scenery or costumes or directing. Each small group will show its work periodically to the whole camp and learn to accept criticism and suggestion constructively as they proceed. The script grows and with it the knowledge of what is good theater, how scenes are related to one another, and what makes many separate scenes into a single play. These things come about because the group as a whole discovers them through critical observation, through dissatisfaction with what fails to realize their idea. The results are often unbelievable. The imaginative freedom with words which belongs to all children, once it is liberated in group discussion and caught again in the net of theater-creating, produces a quality of language seldom attained by the "conscious" playwright.

As the script takes shape the other elements of theater—sound, color, form, light—must add their contributions to the finished product. These "technical" arts can go far beyond the usual craftsmanship of backstage crews in a well-articulated plan. They can, in their own right, be made to serve the cause of the "whole child."

Through a careful consideration of color as applied to paper or canvas the eye can be trained to see what it was insensitive to before. When the lessons of dark and light, complementary and supplementary, vivid and dull, have been learned in a variety of ways, their application to space and its relationships can be shown in preparing a setting for the theater piece in process of becoming.

Design, too, can be a training school for greater perceptivity. If it is to be good theater, design must be functional. To this end the selection of the right material requires the young designer to develop the tactile senses; to know the difference in "feel" and texture of many materials, to estimate their weight and mass under varying conditions, and to learn how they will respond to different kinds of handling to judge the best usefulness of each, and so to become aware of responses to the outer world that lies within reach of the sensitive.

As knowledge of color helps make the seeing eye so a particular knowledge of sound helps make the hearing ear. Acting is essentially characterization. Characterization implies the ability to observe people and how they react in motion and feeling to things and situations. Sound has a definite part in this observation. Music and chant woven into the pattern of the play bring to the participant an awareness of sound that did not exist before. The youngsters learn to hear and to recognize changes of tone that have not, for them, existed heretofore.

Summary

These are the things that can happen in a camp centered on the arts. Such a camping experience

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can go far toward opening to a child new worlds, both within his own mind and emotions and outside himself. It can release powers that may enrich his whole future life, find normal vents for needs and feelings that might seek less wholesome outlets. Dr. Agnes Snyder, Instructor in Social Studies at Bank Street School for Teachers and Mills School, writes about a similar project conducted by Elizabeth and Don Oscar Becque in a New York school for young girls,

> "Such experiences help the students gain perspective on themselves, make them more sensitive to the problems of others, open up possibilities for playing active parts in the work of the world, and rouse their curiosity as to the why of social conditions."

How Does Your Library Grow?

(Continued from page 149)

is laid in Maryland during the war of 1812. It, too, deals with a boy too young to fight but who, nonetheless, found a way to serve the country to which he wanted desperately to show his allegiance.

The Sea Cats is a different kind of a story. It is a tale packed full of adventure in the Aleutian fogs. It is a story of sealing, of the habits of fur seals, and the lives of the people who protect them against illegal hunters. It develops the likenesses of people who live in different ways. Suspense and information are neatly blended in this book which, by the way, might well "double in brass" in a recreation library as a resource for craft ideas.

From the revolutionary days when "upstate" New York was a million miles from nowhere and subject to depredation from Indians, from British, and from gangs of Tories comes a fictional tale built on the foundations of history. The plot of *Wilderness Clearing* is simple enough. A boy and a girl forced to run away by the approach of Indians and Tories find ways to carry to safety a paralyzed man and a wounded child. But behind the simple story is the feel of the wilderness and the uncertainties of pioneers alone and too close to war.

A fifth book, *Central American Roundabout,** is not fiction nor is it adventure in the usual sense of the word. It is, however, packed full of the kind of adventure a boy or girl from ten to fourteen can find in learning about the lives of people in lands far from his home. Agnes Rothery can do for children what she has done so often for adults — make a foreign country "come alive" — because to her particular kind of seeing eye is coupled the ability to write with warmth and charm and to relate the far-away thing to the near and known. Like *The Sea Cats, Central American Roundabout* is a mine of information for leaders of craft classes, and chapters on "Stamps from Central America" and "Flags and Coats-of-Arms" are helpful to the people who ride those particular hobby horses.

Books like these do their own luring of children to read, so far are they from the dull or the didactic. They will do no violence to the best in human values. And they will do no violence to principles of syntax or to English prose rhythms, for they are highly readable without being pompous.

*Central American Roundabout, by Agnes Rothery, Dodd, Mead and Co., New York, $2.50

A June Rose Evening

THERE WERE ROSES everywhere at the Neighborhood Guild in Peace Dale, Rhode Island, held last June. In a spacious club room on the lower floor were exhibited arrangements of roses of every color, style, and size. Adorning the mantle over the fireplace were twin vases filled with roses from delicate pink hues to deep crimson. Tables, window sills, and niches were all bedecked with artistic bouquets of every color. Some arrangements were combined with other flower sprays of delphinium or Canterbury bells.

The exhibit, which was open to the public at 6:30 in the evening, continued during the band concert which began at 8:15 and ended at 9:45. Children and older folks from all the surrounding villages enjoyed the display. The program centered around musical compositions with rose titles, such as "Bouquet of Memories," "Moonlight and Roses," "Mighty Like a Rose," and "My Wild Irish Rose."

The concert was held out of doors in front of the entrance to the Guild. On the grounds and the adjoining village green were hundreds of village folk. Automobiles lined the driveway.

Red, white, and blue ribbons with gold stars were awarded to first, second, and third winners for artistry, balance, and blending of colors. After the concert the roses were sent to the village hospitals.

It was a real neighborly evening and was so successful that others were held during the summer, the second being a "patriotic evening" when the band rendered a program of patriotic selections.

Tampa, Florida, Plans for Summer

THE BOARD OF PUBLIC RECREATION in Tampa, under the direction of Cordelia B. Hunt, is making every effort to provide the thousands of boys and girls who will have extra leisure in the summer of 1945, the returning servicemen and women, and the civilian adults, with the best recreation program they have ever experienced. At least two new playgrounds will be open, making a total of twenty-eight areas, five of them for Negro boys and girls. In addition to this, two municipal swimming pools, as well as numerous baseball and softball fields and tennis courts, will be available for use.

The playgrounds will be open from 9:00 A. M. until dark each evening, with at least four areas illuminated for evening play. Softball leagues will be organized for boys and girls, men and women. The boys and men will have baseball leagues. Young girls will be playing in dodge ball and kick baseball tournaments. All groups will participate in paddle tennis, table tennis, horseshoes. For midget, junior, and senior classifications many special contests will be arranged. These events will include checkers, hop-scotch, O'Leary, jackstones, and bicycle parades. Each area will conduct at least one special activity each week. Track meets will also be weekly events for intra-playground participation. Swimming meets will be held frequently with the entire playground participating, and there will be swimming pageants or water pageants at intervals during the summer.

A city-wide Play Day, in which all of the individual playground champions will compete for city honors in the various contests and events, will conclude the summer program. Every playground in the city will be represented. Mass participation in all types of athletic events and contests will be enjoyed.

Throughout the summer special family parties will be arranged at all areas. The whole family will be invited to participate. Cookouts as well as picnics and special evening parties will add their spice to the program. Teen-age programs will go on in the various neighborhoods, where boys and girls will meet to enjoy quiet games, dancing, social recreation, and "gab fests."

Arts and crafts will also play an important part in the program. Every area will receive a visit at least once a week from the arts and crafts director. Community singing, folk dancing, and rhythmics will be conducted for all age groups.

Tampa is conscious of the need for stepping up the recreation program to meet the present day demands and, with a staff of over seventy-five, expects to have a well rounded program to meet the needs, interests, and capacities of all individuals.

Batter Up!

AS THE FAMILIAR "batter up!" thrills baseball loving America, Hillerich & Bradsby, makers of Louisville Slugger bats, are again distributing copies of the latest Famous Slugger Year Book, brimming over with baseball facts and articles. There are pictures and batting tips of some of the game's greatest hitters, past and present; all-time batting records; and the story of the Louisville Slugger from its birth through its present wartime service.

Also now available is the newest edition of the Official Softball Rules, supplemented by an article on batting and pictures and records of the 1944 National Softball Championship

The Year Book can be obtained from local sporting goods dealers or by writing direct to Hillerich & Bradsby, Louisville, Kentucky, enclosing 5 cents in postage to cover mailing cost. The Softball Rules Books are available from the same sources for 10 cents a copy.

"Real, Rugged Camping"

(Continued from page 128)

a bathing suit, a toothbrush, a knife and a fork and a spoon. Campers were encouraged to wear their oldest clothes and bring sweaters or heavy jackets.

Food was purchased wholesale by the camp staff and each camper paid thirty-five cents, which was his share of the expense for food. Supper included frankfurters, beans, rolls, cocoa and cake. Each camper had hot cocoa and cookies after the campfire hour and before turning in. Breakfast included fruit juices, hot cereal, sugared buns, and cocoa. The available drinking water was inadequate, so artesian well water was transported in forty quart cans from a near-by dairy.

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Lighting was provided by camp fires and lanterns borrowed from the local Civilian Defense authorities. Precautions against the mosquito nuisance were taken by laying in a supply of oil of citronella, but interestingly enough, mosquitos did not prove troublesome as the camp was held during late August.

Our experience indicates that it is feasible to take young boys and girls into the woods for overnight camping experiences. Many youngsters grow up in sheltered city homes and never have the joy of roughing it in the woods, never enjoy singing around a camp fire, or seeing the beauties of the great outdoors.

In 1944 the experiment was repeated with increased success. About 130 boys and girls attended the second season's camp. The reports from these young campers and the enthusiastic endorsement of this phase of our summer recreation activities encourages Wethersfield to make this overnight camping program a permanent feature of the summer activities.—*Harvey Fuller,* Principal, Wethersfield, Connecticut, High School.

Children's Summer Camp

(Continued from page 128)

two weeks the campers swam, hiked, played, relaxed with a book, rowed on the lake, fished, and otherwise spent glorious hours in the open. The outdoor life developed appreciative appetites for tempting, nourishing food.

A variety of camping activities were open to the boys and to the girls. Chief among them were the following:

Camp crafts	Nature lore
Council fires	Bird identification
Singing and musicals	Hiking
Dramatic productions	Gardening
Swimming and diving	Boating
Life saving	Fishing
Water sports	Story hour
Woodcraft and aircraft	Games
Handcraft	Playground activities
Sports and athletics	Beach parties
Corn and marshmallow roasts	Masquerade parties

—Annual report, Department of Parks and Recreation, Detroit, Michigan.

Camping and Governmental Agencies

(Continued from page 127)

experience be made part of the lives of appreciable numbers of America's youth.

One of the dangers to be guarded against in public camping is that of transferring a school or playground program to the camp situation. Camping should remain primarily an outdoor experience of living together, with the camp program growing out of the locale.

Family camping provided by public agencies may be one of the ways of making available adequate low-cost vacation camping for great numbers now unable to afford it. It also offers recreation that families can enjoy as units.

Additional camp facilities and areas for day camping, organization camping, and week-end camping are badly needed near many of our large centers of population. Local, regional, county and state park and forest authorities might well give such facilities and areas more attention as part of their postwar plans.

Day camping has expanded rapidly in recent years. More attention should be given to adequate areas and better-planned programs of a genuine camping nature to make day camping a more vital experience.

Co-recreational camping (boys and girls together) is being tried in a number of places with apparently good results.

Some experiences with work camps and farm camps indicate that there may be very real value in combining the camp and work experience in certain situations with older youth.

There is additional need for camping experiences for special health groups, as crippled children, convalescents, tuberculars, etc.

New Adventures in Chip-Carving

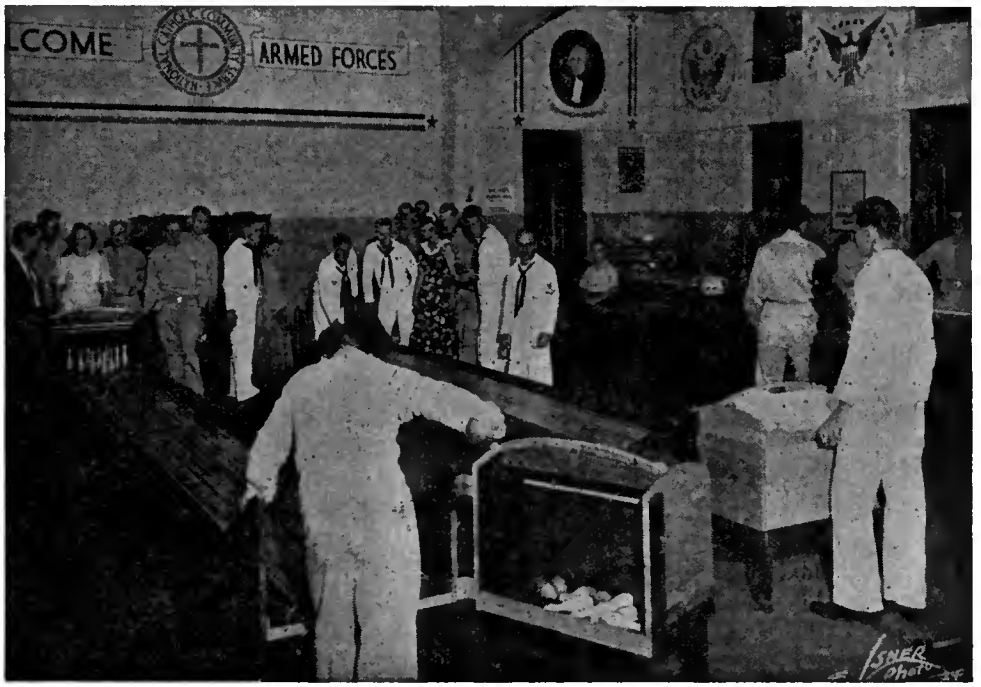
(Continued from page 138)

will be experience through self-expression rather than achievement. Achievement is bound to follow if the attitude is in line with the inevitable steps which lead to an enlarged vision.

The word "vision" brings us to the turning point between being a technician and an artist. In wood-carving, one has to visualize every cut, determining which angles should be deep and how many shades of depth may be added by the more shallow cuts. A good, almost infallible rule to follow is to cut all right angles, or any angle that approaches a right angle, deep and well defined. From there on, shading may be done by graduating the depth of the cuts and by curving the lines according to the style of the design. When the deep cuts have been determined, it is possible to work out many shading effects, especially if stop-cuts have been made in three directions from one point. A good plan to follow, after the drawing on the wood is complete, is to mark all deep points with an X and all long lines, or high points with an O. Then a study of the design will develop the visual powers so that the best possible cutting technique may be applied. It is too late to change one's plans or to cover up mistakes *after* the stick-knife has done its work. Every carver's style gains character according to the depth of his stop-cuts and the freedom and skill with which he uses and finishes curved lines.

Design is, of course, an all-important factor in any craft. Chip-carving is not "speed" work; it must be done slowly and carefully. Time, being at a premium, one cannot afford to waste good technique or material on poor design. The trial and error system, in developing design, is draw and erase until the pattern looks right on the wood. If the carver is not an artist to a degree that makes free hand drawing a creative part of his carving experience, it is advisable to adapt good patterns from examples of art to be found in books or in museums. Every artist will agree that creative ability can be developed and inspired to a point of satisfaction through adaptation. Originality is most commendable, if in good taste. It is quite possible for the amateur to acquire both qualities—originality and good taste—by studying the long-accepted standards that have been set by master craftsmen. The outstanding characteristic of good design is simplicity.

Pennsylvania Dutch folk-art is worthy of special



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mention because it has all the features that a carver likes to work out in wood. The curves are not too sudden, nor are the angles too sharp, while the patterns of flowers and birds lend all the scope the imagination can ask for in carving detail. Most of the original designs were used in practical ways—on chests, plates, tiles, trays, boxes of all descriptions, chairs and tables. Many innovations can be added to simulate some of the folk technique in shading. Nails can be used to gain a "stippling" or "studded" background effect. The nail is tapped lightly with a mallet so as to make an impression but not a hole, in the wood, and the impressions or indentations are placed close together.

The temporary shortage of good stain and other wood-finishing materials has been overcome by ingenuity in substituting shoe polishes to gain antique effects. Ever so many innovations open up the way for each new convert to the wood carver's realm to try to find his own formula for success in developing an individual style. The possibilities are infinite! Won't you join us?

Fun in the Sun

(Continued from page 131)

On rainy days the buildings were utilized, and the campers enjoyed the indoor programs as a change from the outdoor activities.

In parks where there were Victory Gardens regular periods were devoted to campers' plots. Cookouts were very popular and the variety of foods cooked and the amount consumed amazed even the campers. The Victory Gardens supplied many of the vegetables.

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Each camp having access to a pool used regular periods in which the campers took part in our "Learn-to-Swim" campaign, with the result that almost all campers who could not swim, learned to do so during the season.

Some camps installed on the site equipment boxes containing all of the small properties necessary for the day's use. The campers' clothing and lunches were also left at this location, and several of the campers in rotation acted each day as K. P.'s, policing the site and guarding the clothes and equipment, while the main groups were away.

Awards or honors were given the campers for individual achievement, regular attendance and good behavior. Groups were honored for the cleanest camp sites, salvage drives, winners in group competition, program planning, etc.

Some camps had their own courts composed of the children, where those who committed any infractions of the camp rules, were tried by a jury of their peers. The judge and prosecuting attorney were elected for specific terms. Each child serving on the jury when called. The clerk and court attaches were appointed by the judge. The defense attorneys were selected by the child being tried. It was surprising to note the accuracy and fidelity of these court sessions, due perhaps, to court visits by the groups and in other instances, by certain adult judges and attorneys invited to sit in and take part in some of the sessions. Penalties were inflicted in accordance with the severity of the offense and a code set up by the campers. These penalties usually consisted of assignment to some camp duty, or forbidding the culprit to take part in some particularly desirable activity, such as swimming, fishing, or boating for one or more periods.

Campfires were perhaps the highlight of the programs, and were held in the evening, usually once each week. Council logs placed in a semicircle about the fire site, provided suitable seating space. Here again the programs were generally organized by the campers. Here they sang the camp songs, roasted marshmallows or hot dogs, drank pop, ate ice cream, presented puppet shows and shadow plays, performed Indian dances, satirical dramatic skits. Quite often these were occasions on which previously earned awards were presented.

Parents were invited to attend these campfire affairs and generally enjoyed them as much as the children.

Day Camp Tidbits

(Continued from page 133)

pitch of emergency activities they had no part. Their youth, even more than usually, barred them from the community of effort that made up the adult world. Their parents were worried. Many of their homes were broken.

Day camps had proved their usefulness in the prewar period. Now, if ever, was the time to see whether they could do a real war job with the community's youngsters. In Rochester, as elsewhere, the added responsibility was made even more difficult by lack of trained personnel. Available counselors were not experienced. Their program ideas were limited. But they rose to the emergency and did a job.

To meet the child need of having some part in the world at war the administrative staff of Camp SiSol chose to adopt the idea of the United Nations winning the war and the peace as the theme of their seven week program. This, they felt, was a timely concept for children to learn about and appreciate, a concept which would give meaning to the experiences the youngsters would be likely to meet. Furthermore, it was a theme that would fit easily into the limited experience of the staff.

Both the organization and the activities of the camp expressed the theme. There were seven cabin groups on the encampment. For each the counselor in charge chose a nation. Every child received a passport signifying his entry and membership in the United Nations. Each cabin group elected delegates to the camp League of Nations.

As the usual activities of the day camp progressed, songs and stories, games and activities, arts and crafts and costumes of the various nations were introduced. An Olympic scoring board credited to each "nation" the achievements of its individuals or groups. Each group cared for a plot of ground in the communal Victory Garden, contributing their produce to the common food store of the United Nations.

The campers ranged in age from five to twelve years. It took about two weeks for them to settle down into the routine, but by mid-season the theme had really taken hold. There was none of the usual mid-season lag in interest. Traditional events like Mother and Daughter teas or Father and Son cookouts were given an extra fillip for both youngsters and parents. Throughout the season stress was laid upon cultural activities—essays, poetry writing, crafts—as well as upon sports. Credit for all of these activities went on the Olym-

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DALLAS 1, TEXAS

pic scoring board. The youngsters learned foreign language songs, made clay models of villages and architecture of many countries, traced on murals the evolution of transportation. There was, oddly enough, none of the usual noisy simulation of war games.

The climax of the season was a United Nations Bazaar. The price of admission was a bundle of discarded clothing which enabled the camp to make a sizable donation of used clothing to several Allied War Relief groups. The children contributed for sale craft objects of their own creation, and projects carried out by the camp as a whole or in groups were displayed and sold. Proceeds from the bazaar went to the Allied War Relief Chest.

In looking back over the summer the administrative staff feels that both campers and counselors got something new and worthwhile out of their intensive seven weeks together. There were, of course, many special problems of operation which followed upon the choosing of the United Nations theme for the whole period. But, in spite of them—and for the most part they were taken in stride—the summer seemed very worthwhile. Perhaps, the most satisfying thing about the whole summer is the feeling that the adult group did not try to escape the implications of the war, and that the youngsters had a chance to find a release from the tensions forced upon them in a sane and normal manner.

No More Water Wings!

(Continued from page 135)

A. About Teaching

1. *Become acquainted*—learn youngsters' names, question them, learn their attitude and their possible weaknesses.
2. *Demand attention*—do not allow fooling or useless waste of time. When the director blows his whistle, he should receive immediate attention.
3. *Be patient*—don't attempt to teach youngsters in one period. All youngsters vary in ability and attitudes.
4. *Do not shout commands*—keep your voice well modulated. You will receive more attention.
5. *Demonstrate*—pupils like to see it done. Show them.
6. *Assist at all possible times*—a little encouragement, placing hand under chin, on back, may give a beginner the incentive to "explode" and swim.
7. *Use an affirmative approach*—don't tell pupil he is doing poorly. Rather tell him "this is how you do it," and "that is a little better," etc.
8. *Don't play favorites*—give every swimmer equal attention and assistance.
9. *Use formations*—the following are suggested: circle; facing each other; stagger formation; line formations.
10. *Be careful*—do not allow pupils to wander into the deep area. Keep a constant check on the group.

B. About Safety

1. Do not leave your post unless relieved by your coworker.
2. Watch your particular area. This is assigned to you.
3. Do not converse during busy hours. It may mean somebody's life.
4. Watch along the sides of the pool in your area.
5. Make sure diving areas are always clear.
6. Allow only one diver at a time on the board.
7. Do not allow running or ball playing.
8. Do not allow climbing over the rails.
9. First aid treatment will be given by director of swimming or by the superintendent of the pool.
10. You must have a whistle. Use only when necessary.

C. Personal Hints

1. Your personal appearance must be above reproach at all times while on duty.
2. Be alert and attentive while on duty.
3. Smoking, idling, gossiping, reading papers are forbidden.
4. Be courteous to patrons and visitors at all times. Do not shout instructions or argue with a patron.
5. See that patrons as well as participants respect all rules.
6. Staff members must report at the pool on time.
7. Lifeguards must not eat lunch while on duty.

Conclusion

The future of Learn-to-Swim campaigns is of major importance and concern to peacetime and wartime America. We know the vital part that swimming is playing in World War II. Our young men and women serving in the armed forces at home and abroad, on maneuvers, and on the battlefield have learned its many values. A seventeen year old seaman who was completing his boot training at the Brooklyn Navy Yard recently wrote us the following: "I know I wouldn't have passed my swimming test today if it wasn't for the training I got in Prospect Park Pool. I told the fellows I learned in two weeks. I passed the Red Cross tests. It was easy for me to understand and to do it. Tell the boys and girls that those tests are extremely important."

We believe that these should be words that could be said by every able-bodied American boy and girl and to that end we aim our guns.

Adventure in Democracy

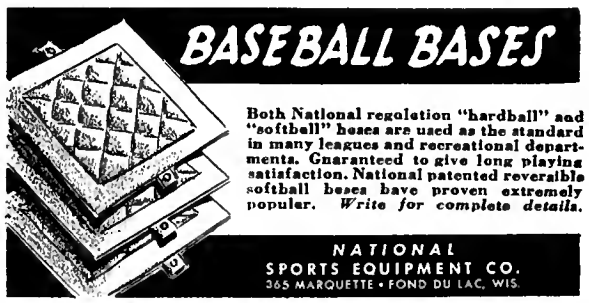
(Continued from page 121)

tion. Of course, time is set too for fun—for swimming and boating, sports and crafts.

The Senate meets daily to decide on the evening's social entertainment and to handle any special problems which may arise. The evening has a double objective — fun and the development of initiative. Every part of the program presented, whether it be a tune for a song fest, a skit for drama night, or a costume for the ball must be original and created on the spot, with material at hand. Good resource people are available, but they will not do the job. They will only inspire and help get the desired effects. Each evening is full and rich. There are spiritual evenings, active evenings, hilarious evenings, evenings of square dancing and of singing.

Three modern bungalows have been built by the young people; five hundred feet of sewer pipe were laid and hundreds of feet of water pipe; bridges and water front docks were built, roads repaired. Last summer we had an emergency. In order to get electricity to operate the new pump, 100 trees had to be cut down in two days. Due to the war and to the isolated location, no labor was available. The matter was discussed with the Council. Should we do without the pump? "No!" said the campers. "We will cut the trees. Show us which ones." With hand saws (we had only one two-man saw) one hundred trees were cut, on time. This accomplishment, eagerly participated in, was in addition to the regular construction work, and even at the expense of swimming and sports for two days. Boys and girls are proud of their finished work. It is not amateurish for it has been done under the careful supervision of a master craftsman.

The campers have their own kitchen and dietitian, whose chief responsibility is to teach the boys and girls the art and joy of food preparation. However, there is no formal class. The major section of each meal is completely prepared by the young people for the entire camp (over 100 persons), and on cook's day off each week, three completed meals are their responsibility. The table serving is under the direction of a dining room councilor. The campers who cook and serve eat separately, so their work is unhurried and accomplished with the minimum of strain. Each camper cooks for one day for each week at camp. He waits on table for one day and washes dishes for two days for each of three weeks.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Year after year the campers come back, proud and happy to help manage their own camp and make it their own by building it physically.

It will be of interest to note that in this framework where there is no difference between boys' and girls' work or play, and every activity is participated in equally and together, there has never been any serious boy and girl relationship problem. There are frequent talks and discussions on human relationships by staff members specially trained for this purpose. However, the fact that the campers are constantly together, very happy and very busy and continually challenged as to their ability and initiative, is part of the answer. Today, when so many seek the answer to the restlessness of young people, at least part of the answer lies in a living, working democracy where, under expert guidance youth can plan and work for itself, wholesomely and constructively if given an opportunity.

Crowning Glory for the Fourth

(Continued from page 141)

A more pretentious celebration can be given using such long historical plays as *Abe Lincoln in Illinois,* by Robert Sherwood (Dramatists Play Service, $2.00, royalty $35) or *American Landscape,* by Elmer Rice (Dramatists Play Service, $.75, royalty $25).

Patriotic pageants have an appeal to the heart of the Fourth of July celebrator—and rightly so. They fit into the spirit of the day and they offer a special chance for a large number of the community's citizens to participate. Probably the best kind of pageant is one locally created around the history of the community. Such a job needs careful supervision by someone who knows how a pageant should be constructed and what local history is actually suitable for dramatic presentation. For here, again, a good "book" is important and a

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series of any historical incidents drawn from the memory of the oldest inhabitants and strung together any-old-how does not make pageantry, let alone *a pageant*. Fortunately for communities that lack the peculiar pageant-making genius, there are shows of this kind already available. Some of those recommended by the National Recreation Association are listed in bulletins available from the Association for the asking.*

One further word about the production. For it, as for all drama programs, an over-all director, preferably trained or experienced in such activities, should be selected and given authority over all phases of the production. If a director cannot be given the entire confidence of the committee in charge, he (or she) is not the person for the job. For it is a primary essential of success in dramatics that there be one person in the "driver's seat" who sees the whole pattern of the show and who can relate the disparate parts and guide each part to its proper place.

**Program Suggestions for Independence Day Celebrations,* National Recreation Association, MB 919.
**Programs of Patriotism,* National Recreation Association, MB 1151.

Aquaparade

(Continued from page 137)

into the spirit of the show and presented special comedy acts and demonstrations.

The stage program included a male chorus, dancing and singing soloists, dancing groups, and specialty numbers. The nucleus for the male chorus was selected from church choirs and community glee clubs. A music director was placed in charge of the group arranging selections and rehearsals. A barbershop quartet of Lions Club members measurably brightened one year's Aquaparade. Singing soloists have been exceptional performers. These have included a resident who had sung with Phil Baker, a singer with a famous band who was stationed at the Army airfield just outside the community, and a twelve year old boy who later became a soloist with St. Thomas' Boys Choir of New York City. Community dancing studios cooperated willingly and wholeheartedly by providing well-trained talent for dance routines and drilling the talent for the performance. A group of young men interested in gymnastics and acrobatics volunteered their services as "Aquaparade Atlases" and performed a series of gymnastic feats in soft lights which were beautiful to see. A third type of special act was provided by music studios which furnished instrumentalists for feature numbers. The last type of specialty act was the headline number secured by the Lions Club through the U. S. Olympic Committee, the Women's Swimming Association, the St. George Dragon Club of Brooklyn, and booking agents. Performers secured included national swimming and diving champions, the St. George Dragon Club's ballet group, and the Aquazanies.

A Yearly Success

Over a period of six years the Aquaparade has become an outstanding civic project. Each year the "S.R.O." sign has been hung out. Capacity audiences of 1,500 spectators for each annual performance has netted the Lions Club a profit of close to $4,000 over a six year period, money used by the Lions to provide playgrounds and equipment, a field house for the park skating rink, and other recreation areas for the community.

The project could not have been the success it was without the generous support extended the Recreation Department and the Lions Club by the city's only newspaper — *The Newburgh Daily News.* Editorials supporting the event, advance publicity running over a month's time in the form of pictures, news stories on rehearsals and performers, and paid advertisements stimulated community interest in the Aquaparade. The publicity and the show itself were of considerable value to the Recreation Department program and public relations.

Living War Memorials

IN BOTH THE United States and Great Britain a strong sentiment has developed for living war memorials. In Great Britain the War Memorials Advisory Council has recommended that memorials should not only honor the dead but should also be of use to the living, suggesting that they might take the form of village centers, playing fields, gardens or social centers. . . . In a discussion in the House of Lords, the Earl of Munster said that memorials should not take the shape of facilities ordinarily provided by the government. In that he struck a needed warning note against the approach to the purely utilitarian. It is not indictment of the Unknown Soldier's Tomb or the Washington Monument to say that each is not of use to the living, for these, like other symbols of the spirit of man, are of the highest use. But in almost every community a statue or other memorial stands as solid and enduring proof that if symbols of the spirit are not well conceived and executed, they become sorry memorials. Two extremes are to be avoided, and it is likely that both here and in Great Britain the dangers of going to one or the other will be successfully avoided. Each country has among its memorials many examples of what to shun and what to copy.—From the *New York Sun*, March 14, 1945.

Research and Restoration by Boys

(Continued from page 123)

site they had cleared, sleeping on the ground while they built the long house. Breakfast and supper they cooked on the spot. For their noon meal they came into the main camp. Working through the summer they reproduced in large all the features that they had set up on their model. The work was started by the same boys who had done the research in the winter, but it was carried on by other groups, a different one every two weeks.

The job took all summer. On Labor Day the Village was dedicated and became a part of the regular installation at the camp site. With its completion the Village lost its original value, but similar projects are being planned for future summers when good counsellors will be on hand to supervise the setting up and the carrying through of details. The importance of such a construction as a camp activity has been proven beyond doubt.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, March 1945
Camping 'Round the Calendar, George A. Mozealous
The Conduct and Implications of Day Camping, William M. Grimshaw
If Polio Strikes

Junior League Magazine, May 1945
Never Underestimate the Power of a Puppet
Is Your School a Mausoleum? Eleanor Hard Lake

The Child, April 1945
Teen-Age Recreation Programs

Parents' Magazine, May 1945
Time for Camp! Toni Taylor

The Camp Fire Girl, May 1945
Play's Important Too, Clara Lambert
Horses, Horses, Horses, Alice Noid
Giving a Pan American Music Festival, Ava Yeargain

Education for Victory, May 3, 1945
Physical Performance Levels for High-school Girls

PAMPHLETS

The Crafts and Present Social Problems, Dr. I. L. DeFrancesco
The Related Arts Service, 511 Fifth Avenue, New York 17, N. Y. Copies are available for the cost of mailing—1½¢ stamp

The Function of Exhibitions in the Program of Art Education, Mabel Arbuckle
The Related Arts Service, 511 Fifth Avenue, New York 17, N. Y. Copies are available for the cost of mailing—1½¢ stamp

Veterans' Guide, Dallas Johnson
Public Affairs Committee Incorporated, 30 Rockefeller Plaza, New York 20, N. Y. 10¢

Model Liberty Ships

IN THE ARTICLE, "Joseph Lee Day—1944," in the April 1945 issue of RECREATION it was suggested that an appropriate project in connection with Joseph Lee Day 1945 might be the making of model Liberty Ships.

The National Recreation Association has prepared two sets of plans. Plan No. 1 for a simple type of ship may be secured for 25 cents. Plan No. 2, with directions for a ship of more elaborate construction, is available at 35 cents.

For further suggestions for the celebration of Joseph Lee Day write the National Recreation Association for free Bulletin MB 1661.

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New Publications in the Leisure Time Field

Practical Applications of Democracy

By George B. de Huszar. Harper & Brothers, New York. $2.00.

HERE—AT LONG LAST—is a practical handbook written for Mr. and Mrs. Average Citizen about democracy. "For most of us the opportunity to participate in democratic processes is not in Washington, but where we are, in our own communities." But in order to achieve this goal most of us must learn the ways of democracy for, "Democracy is something people do together." This book is a threefold lesson in, "Do—Democracy," for it states the problem, its answer, and the method; treats of the application of the method; shows the effect of the method on the individual—and all with rare clarity and insight, and on a level of practical adaptability.

Paintbrush Fun for Home Decoration

By J. A. Ornstein. Greenberg: Publisher, New York. $2.50.

THIS IS, IN ESSENCE, a book of patterns for people who like to decorate rooms or furniture or odd corners of their houses. The pictures give the ideas, the written directions tell how to start from scratch—the scratch of "not being able to paint a barn-door or draw a straight line"—and go on from there to at least a reasonable facsimile of design and/or decoration.

Photo-Oil Coloring for Fun or Profit

By Lucile Robertson Marshall. U. S. Camera Publishing Corporation, New York. $2.00.

MRS. MARSHALL is a painter of note whose hobby is photography. Among her portraits are those of Dr. Maurice Brody of New York University, and of Col. John W. Sheehy. She is also color consultant for John G. Marshall, Inc., and so is well qualified to speak with authority on the subject of her most recent book. She gives clear and detailed instructions, supplemented by illustrations, on each step that must be taken in transforming plain black and white photographs to the more exciting and interesting picture in full color. This is the kind of "how to do it" book that should be of real value to the beginner.

Proceedings of the Tenth Annual Chicago Recreation Conference

Lecture Reporting Service, 33 S. Market Street, Chicago 6, Ill. $1.00.

HERE ARE FIFTY-EIGHT PAGES of summaries of the workshops and discussion groups and verbatim records of other proceedings at general sessions of the Chicago Recreation Conference held November 22, 1944. The mimeographed pamphlet is divided into the following sections: Morning Workshops, Luncheon Meeting, Afternoon Discussion Groups, Concluding General Session, Conference Exhibits.

Boys in Men's Shoes

By Harry E. Burroughs. The Macmillan Company, New York. $3.50.

THIS IS THE STORY of the founding, the development, the hopes, and the ideals of the Burroughs Newsboys Foundation and Agassiz Village, told by their founder. Mr. Burroughs says, "Everything depends on how a person learns to satisfy his ego." The Foundation and the Village are working with newsboys in Boston to satisfy their egos in socially advantageous ways—to make "good" boys out of "bad." The story of the project makes fascinating reading.

Church Recreation

(Four pamphlets), Chicago Recreation Commission, Chicago. $.10 each.

THE CHICAGO RECREATION COMMISSION has prepared a series of pamphlets on recreation in the church—in "religious institutions of all creeds and denominations." The pamphlets are "designed to aid clergymen and recreation committees . . . and to establish recreation programs or expand those already in existence." The first pamphlet in the series, *Why Church Recreation Programs*, surveys briefly the needs and the methods of recreation in churches. The other three are titled *Leadership in Church Recreation*, *Church Recreation Programs for Younger Boys and Girls*, and *Books and Pamphlets, a selected bibliography for workers in Church Recreation*. The pamphlets are available from the Municipal Reference Library, Room 1008, City Hall, Chicago 2, Illinois.

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A Year Book Published in the Fortieth Year

Thousands Help

OUR YEAR BOOK records the results of the recreation efforts of thousands of people. Many people in localities have had great satisfaction in working day in and day out for years to build recreation opportunity for all the people.

Characteristic of America

Not much in our life is more truly characteristic of America than the way in which community by community we have been building our sports and culture centers for all our people. Referendum vote after vote has been highly favorable.

Native Movement with Roots

The neighborhood recreation centers have not come as a result of high pressure from without, nor largely because of salesmanship promotion campaigns. There has been little desire on the part of men and women in the communities for immediate one hundred per cent coverage of all America at once, for a "mushrooming" growth. The recreation movement has been and is a native movement, a movement with roots. We are told that the fine roots of certain trees are as long underground, out of sight, as the branches that show above ground. Many feel this to be true of the recreation movement in local communities.

Growth Not Forced

Some parents are impatient when their new-born first baby does not show at the end of ten days the capacities of a ten-year-old child. We recognize that communities, like children, do better when their growth is not forced, when the community institutions come from within, from self-activity. Just because community growth in recreation ought not to be forced from without, it is the more important that all possible knowledge and experience from all other communities be readily and quickly available, that there be no lost motion, no waste of precious effort, that there be a strong national cooperative movement, that there be an adequately staffed National Recreation Association, that the Association double the size of its present district field staff, as it is now attempting to do. There is no gain, as Joseph Lee used to say, in tying leaves on trees, for trees are alive and must grow. However, whatever can be done to make sunlight and moisture and tree food in the soil available is highly desirable. And so in aiding community growth in recreation.

Free and Steady Growth

Is it not true that no great, enduring movement for all the people and by the people themselves has had a more rapid or a more solid growth than the recreation movement? This growth—pictured in this YEAR BOOK—has come out of the very nature of the American people themselves, has been city by city, neighborhood by neighborhood, has roots that go down far below the surface of our common life. Together in our neighborhood recreation centers we the people build an American culture, an American civilization under freedom.

The word for the next forty years, as for the last is, is it not, *Forward, but steady, and keep our roots in the soil?*

HOWARD BRAUCHER

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Photo by Dick Whittington *Courtesy California Parent-Teacher*

July 1945

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A Summary of Community Recreation in 1944

Number of cities with play leadership or supervised facilities		1,426
Total number of separate areas reported		17,320[1]
Total number of play areas and special facilities reported:		
Outdoor playgrounds	10,022	
Recreation buildings and indoor recreation centers	4,536[2]	
Bathing beaches	564	
Day camps	342	
Golf courses—9-hole	176	
Golf courses—18-hole	233	
Swimming pools—indoor	352	
Swimming pools—outdoor	1,095	
Total number of employed recreation leaders		35,503
Total number of leaders employed full time the year round		4,870
Total number of volunteers		47,288
Total expenditures for public recreation		$38,790,623

THE NATIONAL RECREATION ASSOCIATION wishes to express its appreciation to the community recreation leadership of America for its hearty cooperation in the preparation of this significant service project. Recreation authorities have given continued evidence of their loyalty to the recreation movement and of their appreciation of the value of the YEAR BOOK by submitting reports in this war year. It is hoped that the value of the YEAR BOOK and its effective use will amply repay these officials for their cooperation.

(1) This figure includes playgrounds, buildings, indoor recreation centers, bathing beaches, golf courses, day camps, and swimming pools.

(2) Of this number, 1,813 were reported operated as, or containing, youth centers.

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Community Recreation in 1944

COMMUNITY RECREATION service had a more significant place in American life in 1944 than ever before. Wartime conditions have demonstrated the importance of recreation, and since war was declared many communities have established recreation programs for the first time. The extent of community recreation service in America in 1944 is revealed by the RECREATION YEAR BOOK. Because of the war, data are restricted to a few significant items relating to community recreation personnel, facilities, and expenditures. Figures presented in the YEAR BOOK for 1944 are of special value and interest since due to the war no comparable data were published for the year 1943.

Never before has the YEAR BOOK contained information concerning as many cities or agencies. Reports for 1944 were received from 1,315 municipalities*—towns, cities, counties, townships, park and school districts—representing every state in the union, as well as Hawaii and Canada. They record recreation services in 1,426 communities and cover the work of 1,559 agencies.** Although many new recreation programs have been initiated since 1942, the striking increase in YEAR BOOK reports is in part due to the brief form used this year and to the special effort made to secure reports from the smaller communities. In spite of the evidence of greatly expanded community recreation service, the YEAR BOOK report does not indicate the full extent of local recreation programs. More than 350 communities known to have conducted programs under leadership or to have operated facilities in 1944 that would have entitled them to be included in the YEAR BOOK failed to submit a report.

The following are a few of the major trends and developments in 1944 as revealed by the YEAR BOOK figures.

*In the tables that follow the term "cities" is applied to all types of municipalities.

**The reports from the following cities were received too late to be listed separately in the tables, although the information in most of them has been included in the summary figures: Anaheim, Cal.; San Clemente, Cal.; Lake Wales, Fla. (Civilian Defense Recreation Committee); Des Plaines, Ill.; Sycamore, Ill. (Chamber of Commerce and Park District); Clarion, Iowa; Marshalltown, Iowa; Kalispell, Mont.; Silver City, N. M.; Baker, Ore.; Corvallis, Ore.; Chattanooga, Tenn.; and Lachine, Quebec, Canada.

Leadership. In spite of continued losses in leadership personnel to the armed forces and other wartime agencies, the recreation staff was maintained in most cities and increased in others. The total number of leaders, 35,503, was higher than in any previous year. The marked increase in leadership is also reflected in the higher expenditures for leadership salaries. Women outnumbered men for the first time since 1930, whereas before that year more women than men leaders were reported. The additional leadership reported in 1944 includes a number of persons who rendered special war recreation service and were paid from federal funds.

Full-time year-round leaders numbered 4,870, or 1,109 more than reported in any previous year. For the first time more women than men were employed on a full-time year-round basis. The 500 cities reporting full-time leaders represent an increase of 110 over the largest number previously reporting in 1941.

The willingness of people to give volunteer wartime service in connection with recreation programs, many of them for servicemen and workers in war industry, is revealed by the YEAR BOOK figures. The record number of volunteers, 47,288, would have been still larger had all cities included information about this type of service. Here again a majority of the volunteers were women.

Playgrounds, Indoor Centers, and Facilities. Outdoor playgrounds under leadership were reported by many more communities than ever before, and their total of 10,022 exceeds the 1942 figure by 1,283. Buildings and centers, on the other hand, totaling 4,536, are fewer in number than in the peak year of 1941, although reported by a much larger number of communities. The emphasis upon youth programs is indicated by the fact that 1,813, or 40 per cent of all the buildings and centers, were reported operated as youth centers or as containing special features for young people. The relative lack of increase in buildings and centers in spite of the development of teen age centers is due in part to the reduction noted in some of the large cities. For example, six cities that reported 608 buildings and indoor centers in 1942 reported only 364 two years later.

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Such expansion in recreation facilities as is noted is largely due to the wider scope of YEAR BOOK reports, since there has been little new construction since 1942. The current YEAR BOOK contains information on bathing beaches, day camps, golf courses, and swimming pools, as compared with the many other types recorded in previous issues. The growing interest in day camping is indicated by the marked increase in the number of day camps and of the cities reporting them. A number of reports indicated that golf courses and bathing beaches, most of them in outlying areas, were not operated in 1944.

Administration. The separate recreation department strengthened its position as the outstanding type of authority administering community recreation, three out of every eight of the 1,282 governmental recreation agencies being playground or recreation boards, departments or committees. It is even more important among the public agencies with full-time year-round leadership, for nearly five out of every eight reporting such leadership are of this type. Park authorities rank second but less than 30 per cent of them employed leadership on a full-time basis. School authorities with 191 reporting hold third place, but only 27 of them employed full-time year-round leadership, as compared with 275 separate recreation authorities.

Of the 1,559 agencies whose work is recorded in the YEAR BOOK, 277 are private organizations. A majority of these are playground and recreation associations, committees, and councils, community building or recreation center boards or associations, and youth organizations. Only 87 of the private agencies reported full-time year-round leadership, indicating that in a majority of cases their programs are either seasonal or subordinate to some other type of service.

Finance. Expenditures for recreation in the 1,245 communities reporting them total $38,790,623, or slightly more than the previous peak of $38,518,195 reported in 1930.* Comparable figures for the two years differ widely, however, in the purposes for which the money was spent. In 1944 less than $4,000,000 was reported spent for capital purposes as compared with more than $16,000,000 spent for leadership salaries and wages. In 1930, on the other hand, the capital expenditures totaled $12,600,000 or 50 per cent more than the $8,000,000 spent for leadership. The striking increase in leadership expenditures in 1944 as compared with all preceding years is due in part, but only in part, to the fact that in a number of "war impact" cities local funds for recreation leaders' salaries were supplemented from federal sources.

Local tax funds again in 1942 were the chief means of financing community recreation programs. Such funds were reported in approximately nine out of every ten communities, although in about 200 communities they were supplemented by private or federal funds or both. Private funds were reported in slightly more than 400 communities, and federal funds in 126 communities. Revenue from fees and charges was reported in 522 cities.

The YEAR BOOK figures show that in spite of wartime difficulties, pressures and shortages—and partly because of them—the community recreation movement advanced during 1943 and 1944. Many communities, because of wartime conditions, have come to realize more than ever before the important contribution that recreation makes to individual and community morale and welfare. Others for the first time experienced the benefits of a community recreation program. As the war in the Pacific progresses, local recreation authorities will continue to be called upon to overcome difficulties and to expand home front recreation programs and services. Their record since 1941 gives assurance that they will meet the challenge.

*These figures are not to be confused with the expenditures listed under the heading "Recreation" in the reports issued by the U. S. Bureau of Census, entitled "Financial Statistics of Cities." Census figures include expenditures for municipal parks, museums, community celebrations, band concerts, and forestry as well as for the recreation facilities and services reported in the YEAR BOOK.

Leadership

In 1944 more men and women were reported employed for leadership in community recreation programs and in a larger number of communities than ever before.* Their total number, 35,503, represents a 35 per cent increase over 1942, the highest previous year. As might be expected during wartime, women leaders were more numerous than men and accounted for a large percentage of the total increase. Fifty per cent more women were reported in 1944 than in 1942.

*Personnel paid from WPA funds not included.

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Of the total leaders reported, 4,870 were employed on a full-time year-round basis. The women outnumbered the men, although more cities reported employing men than women on a full-time year-round basis. Five hundred cities reported such leaders in 1944 as compared with 368 two years before. In comparing these figures, it should be kept in mind that in a number of communities with special war problems some of the leaders were paid in 1944 from Lanham Act funds.

Recreation Leaders

	Number of Leaders	*Cities Reporting*
Men	15,872	1,113
Women	17,467	1,080
Total Leaders	35,503*	1,225**
Men employed full time year round	2,279	426
Women employed full time year round	2,591	343
Total leaders employed full time year round	4,870	500**

*One agency did not indicate how many of its 2,164 leaders were men and how many were women.

**The number of cities with leadership is greater than indicated since a number of county and other authorities that furnish leadership to several communities are counted only once in this table.

Volunteers

A total of 47,288 men and women were reported as giving volunteer service to community recreation agencies in 1944. This is by far the largest number ever reported and is 45 per cent higher than in 1942 when a much smaller number of cities submitted reports. The women considerably outnumber the men, although more cities reported men volunteers.

	Volunteers	*Cities Reporting*
Men	20,193	585
Women	26,753	566
Total	47,288***	644

***Includes 342 volunteers whose sex was not reported.

Playgrounds, Buildings and Indoor Centers

The outdoor playgrounds reported conducted under leadership in 1944 total 10,022, 101 more than the previous peak in 1940. The number of cities reporting playgrounds was 1,085 or 40 per cent more than in 1942.

Most of the cities reporting operated all or many of their playgrounds during the summer months only. A total of 6,497, or five out of every eight playgrounds, were operated only during the summer in 1944. The relatively large increase in the number of summer playgrounds indicates that many of the communities reporting for the first time operated their playgrounds during the summer only.

Separate figures were not submitted for recreation buildings and indoor recreation centers operated under leadership in 1944. Instead, a combined figure was requested for both types. In spite of the large increase in a number of the communities reporting, the total number of buildings and centers, 4,536, was only slightly larger than in 1942 and was actually less than reported in 1941. Since in some cities fewer centers were open than before because competent leadership was not obtainable, this relative decrease in indoor centers is doubtless due in part to the shortage of competent leaders.

	Number of Facilities	*Cities Reporting*
Outdoor playgrounds under leadership	10,022	1,084
Open during summer only	6,497	989
Recreation buildings and indoor recreation centers	4,536	802
Open as, or containing, youth centers	1,813	595

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Recreation Facilities

Information was requested on only six types of facilities instead of the many types usually included in the YEAR BOOK. These facilities were selected because they involve either leadership or continuous supervision during periods of use. With one exception, day camps, there was relatively little increase in the number of facilities reported. As a matter of fact, the numbers of bathing beaches and 9-hole golf courses were slightly less than had previously been reported. The marked recent development of day camps is indicated by the fact that 77 per cent more day camps were reported than ever before and there was a comparable increase in the number of cities reporting this type of center. One hundred forty-seven more outdoor swimming pools were reported than during the previous peak year.

Facilities	*Number of Facilities*	*Cities Reporting*
Bathing Beaches	564	307
Day Camps	342	162
Golf Courses (9-Hole)	176	144
Golf Courses (18-Hole)	233	144
Swimming Pools (indoor)	352	134
Swimming Pools (outdoor)	1,095	543

Management

The recreation service reported in the YEAR BOOK for 1944 was administered by a total of 1,559 departments and organizations. Of this number 1,282 were governmental authorities and 277 were private agencies. Two or more reports were received from several cities and a number of reports covered the combined recreation service of two or more agencies. The YEAR BOOK for 1944 contains reports of 323 more agencies than any previous issue.

Nearly 80 per cent of all the public authorities reporting are recreation, park, or school departments. Authorities administering recreation as a single function, such as recreation departments, recreation commissions, and municipal recreation committees not only are most numerous but show the greatest increase over 1942, or 44 per cent. Authorities administering recreation in conjunction with park service show little increase over 1942 but are much more numerous than school authorities, who are in third place. Recreation facilities and programs are managed directly by 91 city and county governing authorities, who also administer recreation in many of the smaller cities where the department in charge of recreation was not designated.

Many of the departments and organizations submitting reports provide only a limited recreation service during a single season; those employing at least one leader on a full-time year-round basis provide a large percentage of all community recreation, and throughout the entire year. Therefore, more significant than the increase in the total number of agencies whose recreation service is reported is the upward trend in agencies employing full-time leadership. The total of 535 such agencies in 1944 is 126 more than in 1942.

The separate recreation department is the predominant type of managing authority for year-round programs. Two hundred seventy-five, or 61 per cent of the 448 municipal departments with full-time year-round leadership, are separate recreation authorities. Next in number are the 104 park authorities; only 27 school departments reported such leadership. It is significant, too, that nearly 60 per cent of all separate recreation agencies employ full-time year-round leaders, whereas only a small percentage of the park, school, and other authorities do so.

Private agencies are much more numerous than in 1942; a marked increase is specially noted in the playground and recreation committees and associations, the community center boards, and the youth councils and committees. Except for the community building organizations, relatively few of the private agencies reported employing full-time year-round leaders.

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Municipal Authorities

The forms of municipal recreation administration in the cities reporting recreation service in 1944 are summarized as follows:

Managing Authority	*Total Agencies*	*Agencies with Full-Time Year-Round Leadership*
Authorities Administering Recreation as a Single Function	474	275
Recreation Commissions, Boards, Departments, Committees, and Councils	474	275
Authorities Administering Recreation in Conjunction with Park Service	353	104
Park Commissions, Boards, Departments, and Committees	273	58
Park and Recreation Commissions, Boards, Departments, and Committees	58	38
Departments of Parks and Public Property or Buildings	13	6
Other combined park departments	9	2
Authorities Administering Recreation in Conjunction with School Services	191	27
School Boards, Departments, and other School Authorities	191	27
Other Municipal Authorities Administering Recreation Services	264	42
City Managers, City and Borough Councils, County Boards, and similar bodies	91	11
Departments of Public Works	20	8
Departments of Public Welfare	13	8
Swimming Pool, Beach, and Bath Commissions and Departments	7	..
Golf Commissions, Boards, and Departments	6	..
Defense Recreation Committees and War Councils	5	3
Departments of Public Service or Public Affairs	5	3
Other municipal commissions, boards, and departments	28	3
Department not designated	89	6
Grand Total	1,282	448

Private Authorities

Some of these agencies furnish the major recreation service in their localities; others supplement the work of local public agencies.

Managing Authority	*Total Agencies*	*Agencies with Full-Time Year-Round Leadership*
Playground and Recreation Associations, Committees, Councils, and Leagues; Community Service Boards, Committees, and Associations	91	21
Community House Organizations, Community and Social Center Boards, and Memorial Building Associations	49	42
Youth Center Associations, Councils, and Committees	28	4
Luncheon Clubs	15	1
Y.M.C.A.'s	13	3
Parent Teacher Associations	11	..
Civic, Neighborhood and Community Leagues, Clubs, and Improvement Associations	11	5
Park and Playground Trustees	9	2
Women's Organizations	7	..
Coordinating and Community Councils	7	..
Chambers of Commerce and Commercial Clubs	7	..
Industrial Plants	7	6
Welfare Federations and Associations, Social Service Leagues, etc.	6	2
American Legion	3	..
Miscellaneous	13	1
Total	277	87

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Finances

A total of $38,790,623 was reported spent for recreation service in 1,245 communities in 1944. This represents an increase of more than $7,000,000 over the 1942 figure. Capital expenditures, although higher than in 1942, represent only a small percentage of the total expenditures. The most marked increase is in the salaries and wages for leadership which total more than $16,000,000 or approximately double the amount spent in the pre-depression peak year.

The expenditures figures are not entirely comparable to those reported in previous YEAR BOOKS, however, because they include some money that was expended from federal funds. As indicated later, such funds were spent in 126 of the cities reporting, although a number of these cities did not indicate the amount of their expenditures.

Expenditures

	Amount	*Cities Reporting*
Land, Buildings, and Permanent Improvements	$ 3,638,180	310
Salaries and Wages for Leadership	16,156,590	1,013
Total Expenditures for Recreation in 1944	38,790,623	1,245

Sources of Support

The funds expended for community recreation service in 1944 were secured from the sources indicated in the following table. Municipal funds which include county appropriations continue to be the predominant source of support. Because some agencies serve several communities and because more than one agency reported in a number of cities, separate figures are given for the number of cities and for the number of agencies.

Federal and state funds were listed together on the YEAR BOOK blank as a possible source of recreation funds, but a large percentage of the agencies reporting receipts of this type indicated that they were federal funds.

Fees and charges supplemented receipts from other sources in 522 cities and were reported by 552 agencies.

Source of Support	*Number of Cities*	*Number of Agencies**
Municipal Funds Only	969	1,041
Private Funds Only	168	172
Federal and State Funds Only	14	14
Municipal and Private Funds	197	197
Municipal, Private, Federal and State Funds	33	33
Municipal and Federal and State Funds	71	71
Private and Federal and State Funds	8	8

*Some of these figures may be incomplete since a number of reports covered the work of two or more agencies, but each report submitted is recorded only once in this table.

NOTE: In studying the statistical tables, especially those relating to expenditure, it should be kept in mind that there has been a striking increase in the population of many cities since 1940.

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Community Recreation Developments 1943-44

SINCE 1942, the year covered by the last preceding YEAR BOOK, several trends in the recreation movement have been noted which are not fully covered by the YEAR BOOK summaries. The following statement refers to some of the more important of these developments.

Leadership

Although the demand for additional trained recreation leadership on the part of the armed forces and civilian war agencies began to taper off toward the end of 1944, local recreation programs continued to suffer because of the absence of so many key workers who had previously entered these special services or other war activities. Increased reliance has been placed on young workers, and women have been increasingly used as lifeguards at local swimming pools and beaches. In spite of the increase in the number of volunteer leaders used in local community recreation programs, the program in many cities would have been more effective had additional volunteers been available. Training institutes and programs received special emphasis because of the large numbers of new paid and volunteer leaders.

Finance

There was a continued trend toward the increase of local recreation budgets in all parts of the country. The number of cities reducing their recreation budgets has been insignificant. Some of the cities reporting substantial budget increases for 1944, such as San Diego, Calif., with $139,600 and San Francisco with $275,938, were cities with an exceptional wartime growth in population or with an extensive program in war housing projects. Others, like Newark, N. J., with its increase of $30,000, provided a special program for children, necessitated by wartime conditions. Increased salaries or war emergency bonuses and the increased cost of equipment and operation of facilities were factors in budget increases. Expansion of services, however, was the major factor in cities showing substantial increases in expenditures for recreation. Very few cities are known to have voted bonds for recreation during the period.

In those states still restricted in their local taxing powers by state-wide legislation passed during the depression period, local recreation budgets remained static or showed only slight increases in most cities. Indiana, Michigan, West Virginia, and Ohio are outstanding examples.

Highland Park, Wilmette, and Centralia, Illinois, all doubled their budgets through local referendum votes which increased the special recreation tax levies. Twenty-three cities in fifteen states passed local tax referenda for local recreation purposes.

Long-Range Planning

Interest in the development of comprehensive long-range plans for recreation areas, facilities and services has constantly increased throughout the country. Among the cities in which such community-wide studies were made are: Portland, Me., Danville and Alexandria, Va., Wethersfield, Conn., Augusta, Ga., Belleville, N. J., Dallas, Texas, Brookline, Mass., Fort Wayne, Ind., Charleston, W. Va., and Charlotte, N. C. Some of these studies involve primarily a plan for a system of recreation areas and facilities; others include recommendations relating to program, personnel, finance, and administration. Planning authorities in a number of cities, among them Detroit, Chicago, and Cleveland have been giving careful consideration to the development of standards for recreation areas and facilities and of plans for furnishing adequate recreation opportunities for their people.

Program

Interest in the establishment or expansion of recreation services to youth continued to develop at a rapid rate, stimulated in large measure by the nation-wide publicity given to juvenile delinquency and youth problems. Special youth centers sprung up in large cities and in small communities throughout the country, many of them with the assistance of the local community recreation agencies. The young people themselves have had a large share in initiating the centers and in planning the program, in the case of most centers. Although it is

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too early to appraise fully the significance of the teen-center movement, it has stimulated the thinking of recreation leaders and has clearly demonstrated the wisdom of giving young people and other age groups greater opportunity to share in the planning and conduct of recreation programs. The success of the teen-age centers has also demonstrated that more adequate and fundamental provisions for recreation must be made if the community is to meet its full responsibility to youth.

Day camping for the large majority of city children who are unable to secure the experience of long term camping is another activity which has shown very encouraging development. The continued restrictions on transportation and travel have developed an increased consciousness on the part of the public and recreation departments of the real contribution which local recreation facilities and services can make to enjoyable worthwhile vacations at home. Intraplayground leagues and district tournaments have largely replaced city-wide events and competitions in the larger cities.

Recreation for industrial workers has continued to challenge union, management, and community leadership. New plants have established recreation programs for employees; previously existing programs have been expanded, and increased cooperation has developed between industrial plants and the community in a fuller use of community resources for industrial workers.

Community recreation agencies have continued to provide special recreation centers and services for the men and women in uniform and have encouraged service personnel to participate in their regular program and make use of their facilities. The workers and resources of the recreation agencies have been made available to help with civilian wartime services, and children on hundreds of playgrounds have cooperated in bond drives and salvage campaigns. The nation-wide interest in swimming and water activities has resulted in more emphasis upon learn-to-swim campaigns and water sports in community recreation programs.

War Memorials

There has been a remarkable response in localities to the suggestion that local memorials to veterans of World War II take the form of living memorials such as parks, playgrounds, community buildings, community forests, and libraries. The number of communities that are studying or preparing plans for this type of memorial runs into the hundreds. It is encouraging to note that the emphasis has been on projects that not only serve the community but also have true memorial features, and that consideration is being given to the provision for proper maintenance and operation of these facilities.

Areas and Facilities

The development and construction of recreation areas and facilities have been kept at a minimum because of the lack of materials and labor. Nevertheless, interest in more adequate provisions for recreation, especially in residential neighborhoods, has been evidenced by the development of national standards of areas and facilities and by the consideration given to standards by many cities. Long-range planning to meet the ever-increasing deficit in facilities due to the suspension of construction during the war period is emphasizing the need for increased neighborhood facilities which children, youth, and adults can use continuously for day-by-day living. Postwar programs of improvements in most cities include a variety of recreation areas and facilities. The importance of planning school areas and buildings for community use has also been widely stressed.

State Recreation

During 1944 there were intensive promotion campaigns in a number of states to prepare for the introduction of legislation in 1945 for the creation of permanent state recreation departments, particularly in those states where such service is being provided temporarily, largely through state defense councils. Wisconsin in 1943 passed a recreation enabling act. In 1943 the National Recreation Association established a special field service to permanent state departments which include recreation in their programs, such as state park, forestry, agricultural extension, and educational departments and state universities. This service which provides a channel for the nation-wide clearance of information among state departments and for the development of cooperative efforts of several departments within a state, contributes in a number of ways to recreation service in local communities.

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Services Made Available Through the National Recreation Association in 1944

6,175 different communities in every state of the Union, the District of Columbia, and **25** foreign countries received help and advice on their recreation problems through the Correspondence and Consultation Bureau. **28,309** requests were handled by the Bureau and **3,074** individuals called at the office for personal service.

600 cities were given personal service through the visits of field workers.

11,549 local leaders were given special training in recreation skills, methods and program at institutes held in **95** cities in **28** states in which social recreation and games were stressed.

51 cities received special field service in connection with their plans to strengthen and develop their services in the arts and crafts. In **15** of these, special training institutes were conducted for employed and volunteer leaders.

20 states were helped by a special field representative with their state recreation problems and services.

60 cities were given personal field service by the Bureau of Colored Work, some of them being visited several times. Time was given to finance campaigns, to conducting local surveys, and to training leaders. Approximately **100** recreation leaders attended the conference held in St. Louis, Missouri.

23 cities received the personal service of the Specialist on Recreation Areas and Facilities. In many of these cities the service involved the preparation of comprehensive long-range plans for acquiring and developing recreation areas and facilities.

37 cities were given personal service on nature, gardening and camping activities.

213 industries were visited in **113** cities by a special worker to help industries and municipal recreation departments meet the recreational needs of industrial workers.

7,300 boys and girls received badges, emblems or certificates for passing the Association's athletic and swimming badge tests.

2,014 cities and towns, **34** of them in foreign countries, received RECREATION, the monthly magazine of the movement.

3,860 individuals in **1,112** communities received the bulletins issued by the Association. Books, booklets, pamphlets and leaflets on various subjects in the field of community recreation were adapted to help meet the needs of public and private agencies working on wartime recreation problems. The Association's publications were more widely used in 1944 than ever before.

A special contribution to the Association made possible the preparation and distribution of three requested publications to the men and women in the armed forces and to war work agencies. These publications have had a total circulation of nearly six million copies. (December 31, 1944)

Tables

of

Community Recreation

Statistics

for

1944

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No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total	
	Alabama																				
1	Athens	4,342	Council Committee	....	2	....	....	....	....	....	....	....	....	....	....	....	1	.....	420	1,184	M*
2	Attalla	4,885	Parent Teacher Association	....	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	.....	.....	M
3	Birmingham	267,583	Park and Recreation Board	5	7	11	32	65	22	14	8	1	30	1	2	....	6	.....	25,180	79,049	M, F
4	Decatur	16,804	Recreation Commission	....	8	1	8	53	1	1	2	....	....	....	....	....	....	1,500	2,840	4,740	M, P, F
5	Fairfax	3,500	West Point Manufacturing Company	2	2	2	20	10	1	....	1	....	....	....	....	....	....	.....	.....	.....	P
6	Fairfield	11,703	City Council	....	1	....	....	1	1	1	....	....	....	....	....	....	....	.....	124	184	M
7	Florence	15,043	Social Service Council	1	....	....	3	....	....	....	....	....	....	....	....	....	....	.....	500	650	M, P
8	Jacksonville	2,995	Park and Recreation Board	....	8	4	10	75	....	....	1	....	....	....	....	....	....	673	5,874	7,384	M, F
9	Jasper	8,847	City Board	2	....	....	....	....	....	....	2	....	....	....	....	....	1	.....	.....	550	M
10	Lanett	6,141	Department of Community Recreation, West Point Manufacturing Company	2	2	2	40	20	2	....	1	....	....	....	....	....	1	.....	.....	.....	P
11	Langdale	3,000	West Point Manufacturing Company	1	1	2	20	20	1	....	1	....	....	....	....	....	1	.....	.....	.....	P
12	Mobile	141,974	City Recreation Department	24	38	19	47	413	19	13	10	....	....	....	....	1	2	251,800	45,947	235,112	M, F
13	Moatgomery	114,420	Engineering Department	....	....	....	....	....	....	....	....	....	....	....	....	....	2	.....	.....	9,000	M
14	Ozark	3,501	City Recreation Department[1]	5	6	7	75	350	....	....	5	....	....	....	....	....	1	.....	14,000	27,540	M, F
15	Riverview	1,200	West Point Manufacturing Company	1	....	1	12	10	1	....	1	....	....	....	....	....	....	.....	.....	.....	P
16	Shawmut	3,000	West Point Manufacturing Company	3	2	2	19	18	1	....	1	....	....	....	....	....	....	.....	.....	.....	P
17	Sheffield	7,933	School Board	1	1	....	2	....	4	4	....	....	....	....	....	....	....	1,000	1,085	2,085	M
	Arizona																				
18	Mesa	7,224	Parks and Playgrounds Board[1]	3	6	4	2	25	5	2	6	....	....	....	....	....	1	.....	.....	16,592	M PF*
19	Miami	4,722	Public Schools	5	3	....	....	....	4	....	4	....	....	....	....	....	....	.....	2,746	[2]2,746	M
20	Phoenix	65,414	Department of Parks and Public Recreation[1]	17	13	4	1	....	11	11	5	....	1	....	1	....	4	.....	21,312	28,456	M, F*
21	Tucson	35,818	Recreation Department[1]	21	18	13	....	....	13	2	5	....	....	....	....	....	6	13,939	13,364	63,917	M, F
			Parks Department	1	....	1	....	....	....	....	....	....	....	....	1	....	....	2,000	2,100	24,800	M*
22	Yuma	5,325	Recreation Commission[2]	3	4	....	8	8	1	....	4	....	....	....	....	....	1	1,537	1,895	4,841	M, F
	Arkansas																				
23	Crossett	4,891	Committee of City Council	1	3	2	3	....	....	....	1	....	....	....	....	....	1	.....	2,537	5,238	M*
24	Eureka Springs	1,770	Woman's Club	....	1	....	2	3	1	1	1	....	1	....	....	....	1	.....	250	350	M, P
25	Paragould	7,079	Summer Recreational Council	1	2	....	....	....	2	2	1	....	....	....	....	....	1	.....	.....	700	M, P
26	Pine Bluff	21,290	Park Commission	3	1	....	5	12	4	4	1	....	....	....	....	....	1	.....	.....	3,000	M*
	California																				
27	Alameda	36,256	Golf Course Department	1	....	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	28,000	M*
			Recreation Department	15	29	22	32	....	12	....	12	1	....	....	....	....	....	8,160	34,189	51,002	M, F
28	Albany	11,493	Recreation Department[1]	10	14	10	10	50	5	5	4	....	1	....	....	....	....	3,726	26,029	34,720	M, F
29	Alhambra	38,935	Playground and Recreation Department[1]	3	18	2	....	....	11	10	1	....	....	....	....	....	....	.....	16,316	18,855	M*
			Park Department	6	....	2	....	....	....	....	1	....	....	....	....	....	2	.....	4,055	5,555	M*
30	Bakersfield	29,252	Recreation Commission	17	15	....	13	16	5	5	1	....	....	....	....	....	3	.....	10,754	14,177	M
31	Berkeley	85,547	Recreation Department[2]	21	19	6	....	....	21	1	6	....	3	....	....	2	....	297	66,716	111,280	M*
32	Brawley	11,718	Youth Recreation Association	6	3	....	2	....	3	....	3	....	....	....	....	....	....	250	1,800	2,500	P*
33	Brea	2,567	Park Department	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	1,811	M*
34	Burbank	34,337	City Schools	21	16	....	....	....	10	8	....	....	....	....	....	....	2	.....	30,050	34,850	M*
			Parks and Recreation Department[1]	8	12	9	....	....	5	....	3	....	....	....	....	....	....	.....	.....	.....	M*
35	Burlingame	15,940	Recreation Department[2]	5	5	2	12	30	5	2	6	....	....	....	....	....	1	.....	7,953	12,698	M
36	Chico	9,287	Recreation Department[1]	1	1	1	1	3	3	3	1	....	3	1	....	....	2	.....	.....	21,135	M
37	Chula Vista	5,138	Recreation Commission	4	5	....	5	4	3	1	2	....	....	....	....	....	....	.....	3,200	[3]3,200	M, P
38	Coalinga	5,026	Community Recreation Department[1]	3	5	3	....	....	3	3	1	....	....	....	....	1	....	2,000	5,500	10,000	M
39	Colusa	2,285	Recreation Commission	....	2	....	5	4	....	....	....	....	....	....	....	....	1	.....	600	800	M*
40	Compton Union School District[4]	65,000	School District	18	12	2	10	8	6	1	6	....	....	....	....	....	1	.....	14,480	16,000	M*
41	Contra Costa Co.[5]	100,450	County Recreation Department	1	1	1	....	....	....	....	....	....	....	....	....	....	....	.....	3,020	9,000	M
42	Corona	8,764	Department of Recreation[1]	1	5	1	....	50	1	1	1	....	1	....	....	....	1	.....	2,254	6,257	M, P*
43	East Bay District[5]	513,953	Regional Park District	3	....	....	....	....	....	....	....	2	....	....	1	....	....	.....	.....	.....	M*
44	El Segundo	3,738	Recreation Department[1]	5	8	1	7	20	1	1	4	....	....	....	....	1	....	400	13,650	14,050	M
45	Escondido	4,560	Department of Public Works	1	1	....	....	....	1	1	1	....	....	....	....	....	1	400	975	1,800	M*
46	Fillmore	3,252	Coordinating Council	1	....	1	....	....	2	2	1	....	....	....	....	....	1	.....	975	1,000	M, P
47	Fresno	60,685	Recreation Department[2]	12	18	3	....	....	15	1	10	....	....	....	1	....	1	277	27,219	50,225	M
48	Fullerton	10,442	Recreation Commission	5	9	....	1	1	4	2	....	....	....	....	....	....	1	.....	3,341	3,922	M*
49	Gardena	5,909	Recreation Commission	....	2	....	10	....	1	....	....	....	....	....	....	....	....	.....	2,346	3,619	M
50	Glendale	82,582	School Board	4	12	....	....	....	10	10	....	....	....	....	....	....	....	.....	7,750	8,250	M
			Parks and Recreation Commission	15	1	2	5	10	7	2	2	....	....	....	....	....	1	74,991	21,640	108,169	M*
51	Hanford	8,234	Recreation Commission	1	3	....	....	....	2	....	1	....	....	....	....	....	....	.....	1,352	1,423	M
52	Hawthorne	8,263	Recreation Department[2]	6	2	2	10	10	5	....	4	....	....	....	....	1	....	.....	5,000	11,000	M PF*
53	Hayward	5,736	Recreation Commission	19	12	1	3	5	4	3	7	....	....	....	....	....	....	.....	8,070	8,488	M
54	Hemet	2,595	Recreation Commission	1	1	....	3	5	1	1	1	....	....	....	....	....	....	.....	1,330	1,400	P*
55	Hermosa Beach	7,197	Parks and Recreation Board	....	1	....	....	....	1	1	1	1	....	....	....	....	....	.....	.....	3,000	M*
56	Huntington Beach	3,738	School Board	1	1	....	....	....	....	....	1	....	....	....	....	1	....	.....	.....	500	M
57	Huntington Park	28,648	City Council	....	1	1	....	....	1	....	....	....	....	....	....	....	....	.....	1,500	[1]1,500	M
58	La Mesa	3,925	City of La Mesa	....	4	....	....	....	2	2	....	....	....	....	....	....	....	.....	.....	.....	M
59	La Verne	3,092	Recreation Committee	1	....	....	....	....	1	1	1	....	....	....	....	....	....	.....	200	225	M
60	Lodi	11,079	Recreation Department[1]	10	3	3	2	2	4	1	4	1	1	....	....	2	....	.....	11,592	13,761	M*
61	Long Beach	164,271	Recreation Commission	63	46	20	40	1065	38	....	13	4	1	....	....	....	....	.....	136,668	178,384	M, F*
			Golf Course Division, Public Service Department	1	....	1	....	....	....	....	....	....	....	1	1	....	....	.....	3,500	54,755	M
62	Los Angeles	1,504,277	Department of Playground and Recreation[1]	121	75	99	....	....	55	....	55	3	20	....	....	....	20	57,484	381,113	898,942	M*
			Physical Education Section, City Schools[6]	55	138	15	....	....	157	....	14	....	3	....	....	5	1	.....	232,879	249,157	M
			Board of Park Commissioners	1	....	1	....	....	....	....	....	....	....	1	2	....	....	.....	.....	90,709	M*
63	Los Angeles Co.[7]	2,785,643	Department of Parks and Recreation	47	38	18	....	....	33	18	10	9	....	....	1	....	5	21,064	64,817	149,819	M
64	Los Gatos	3,597	Recreation Department[1]	1	4	....	2	8	1	1	1	....	....	....	....	....	1	.....	1,955	3,565	M*
65	Martinez	7,381	Recreation Department[1]	3	3	5	....	....	4	2	1	....	....	....	....	....	....	500	6,738	8,513	M, F*
66	Marysville	5,646	Recreation Commission	1	10	....	....	....	2	2	1	....	....	....	....	....	1	.....	1,023	4,081	M, F
			Golf Commission	....	....	....	....	....	....	....	....	....	....	1	....	....	....	.....	.....	5,234	M

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he table

	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Calif.—Cont.																					
1	Merced County	46,988	County Recreation Department[1]	5	6	....	1	1	8	8	8	....	....	....	....	....	....	.....	6,000	15,000	F	1
2	Modesto	16,379	City Recreation Department[1]	6	13	9	3	15	3	3	3	....	....	....	....	....	....	.....	.....	.....	M, F*	2
			Park Department	....	....	....	....	....	....	....	....	....	....	1	....	....	....	.....	.....	1,870	M	a
3	Monrovia	12,807	Recreation Commission	4	1	....	....	....	3	3	1	....	....	....	....	....	....	.....	2,000	2,600	M	3
4	Monterey Park	8,531	Playground Department	1	1	....	12	12	2	1	....	....	....	....	....	....	....	500	3,100	3,600	M	4
5	National City	10,344	Park and Recreation Department	3	10	11	23	45	5	2	8	....	1	....	....	....	1	2,300	27,300	32,500	M PF*	5
6	Oakland	302,163	Board of Education	55	35	6	....	....	18	....	18	....	....	....	....	....	....	.....	.....	55,000	M	6
			Board of Playground Directors	74	164	14	72	63	64	....	30	1	....	....	1	....	1	5,723	167,675	313,370	M*	a
7	Ontario	14,197	Recreation Department[1]	6	7	....	7	10	6	6	1	....	....	....	....	....	1	1,500	5,600	7,600	M, F*	7
8	Oroville	4,421	Recreation Commission	2	1	3	....	....	....	....	1	1	....	....	....	....	....	.....	6,600	11,849	M, F	8
9	Pacific Grove	6,249	Recreation Department[1]	2	2	....	....	....	3	1	2	....	1	....	....	....	....	.....	895	1,200	M	9
			City Manager	4	1	1	....	....	....	....	....	....	....	1	....	....	1	.....	4,920	18,530	M*	a
10	Palo Alto	16,774	Community Center and Recreation Department[1]	16	26	8	22	36	4	4	2	....	....	....	....	....	2	.....	24,455	46,143	M, P	10
			Department of Parks	8	2	8	....	....	3	....	....	....	5	1	1	....	....	.....	19,048	109,109	M*	11
11	Pasadena	81,864	Department of Recreation[1]	29	48	6	13	103	26	15	10	....	....	....	....	....	1	.....	37,020	49,373	M*	a
12	Paso Robles	3,045	Recreation Committee	1	1	....	3	2	1	1	....	....	....	....	....	....	1	.....	1,240	1,580	M, P*	12
13	Piedmont	9,866	City Council	3	7	1	....	....	3	....	1	....	....	....	....	....	....	600	16,300	16,900	M	13
14	Pomona	23,539	City Recreation Department[1]	10	3	1	....	....	2	....	6	....	....	....	....	....	1	.....	7,122	12,750	M*	14
15	Red Bluff	3,824	City Council	1	3	....	....	....	1	1	....	....	....	....	....	....	1	.....	1,158	1,956	M, P*	15
16	Redwood City	12,453	Recreation Department[2]	14	7	1	....	....	5	1	5	1	....	....	....	....	....	.....	11,981	14,936	M, F	16
17	Reedley	3,170	Recreation Commission	1	....	....	6	4	2	2	1	....	....	....	....	....	1	.....	158	174	M	17
18	Richmond	23,642	Recreation Department	61	62	49	7	15	24	2	25	....	....	....	....	1	....	.....	192,600	212,774	M, F	18
19	Riverside	34,696	Recreation Department, Park Board	38	40	12	36	50	12	12	5	....	....	....	....	1	....	2,080	28,989	60,508	M*	19
20	Sacramento	105,958	Recreation Department	30	20	10	....	....	14	....	9	....	....	1	1	....	2	.....	39,000	149,271	M*	20
21	San Bernardino	43,646	Department of Recreation[1]	16	26	2	....	1	16	11	4	....	....	....	....	....	1	.....	24,611	31,903	M*	21
22	San Bruno	6,519	Park and Recreation Commission	1	1	....	4	6	1	....	2	....	1	....	....	....	1	.....	1,000	5,000	M	22
23	San Carlos	3,520	Recreation Department[1]	2	3	1	5	5	1	1	2	....	1	....	....	....	....	.....	3,820	7,241	M	23
24	San Diego	203,341	Playground and Recreation Department[2]	36	77	25	8	22	48	12	12	....	....	....	....	....	1	25,575	112,313	137,888	M, F	24
25	San Diego County[3]	289,348	County Property Department	....	....	....	....	....	....	....	....	3	....	....	....	....	1	.....	.....	8,000	M	25
26	San Francisco	634,536	Recreation Department[1]	132	162	90	....	1	104	31	71	....	1	....	....	1	2	18,960	337,885	738,558	M	26
			Board of Park Commissioners	10	....	....	....	....	....	....	....	1	1	....	3	....	1	.....	.....	226,000	M	a
27	San Jose	68,457	Recreation Division, Parks Department	14	20	2	8	....	11	3	3	....	....	....	....	....	....	.....	7,340	14,224	M	27
28	San Marino	8,175	Playground Commission	2	1	2	....	....	1	....	....	....	....	....	....	....	....	.....	.....	4,500	M	28
29	San Mateo	19,403	Recreation Department[1]	1	12	2	2	2	4	1	1	....	....	....	....	....	....	3,600	8,428	#25,382	M*	29
			Union High School District[10]	3	....	....	....	....	....	....	....	....	....	....	....	....	2	.....	887	1,790	M*	a
			Park Department	1	....	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	17,056	M*	b
30	San Rafael	8,573	Recreation Commission	2	3	1	....	....	2	2	1	....	1	....	....	....	....	.....	.....	3,000	F	30
31	Santa Ana	31,921	Department of Recreation[1]	4	6	2	1	....	7	....	....	....	....	....	....	....	1	.....	4,717	6,060	M*	31
32	Santa Barbara	34,958	Recreation Commission	15	6	6	12	34	14	4	6	2	....	....	....	....	....	30,800	13,059	46,182	M, P	32
33	Santa Maria	8,522	Recreation Commission	5	1	4	....	....	2	1	....	....	....	....	....	1	....	.....	8,908	15,318	M	33
34	Santa Monica	53,500	Department of Playgrounds and Recreation, School Board	25	18	....	....	50	10	....	3	....	....	....	....	....	....	.....	9,810	10,392	M	34
			Public Works Department	8	2	10	25	20	5	1	1	....	....	....	....	....	....	.....	20,000	40,000	M	a
35	Santa Rosa	12,605	Recreation Commission	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	4,279	M*	35
36	South Gate	26,945	Park and Recreation Commission	2	1	....	5	5	1	....	3	....	....	....	....	....	....	.....	1,800	5,250	M	36
37	South Pasadena	14,356	Recreation Department[1]	3	5	2	12	60	2	1	2	....	....	....	....	....	1	200	5,110	14,595	M*	37
38	South San Francisco	6,629	Recreation Commission	7	12	....	....	....	5	3	6	....	....	....	....	....	....	.....	7,701	8,013	M	38
39	Stockton	54,714	City Recreation Department	18	12	8	....	....	6	6	2	1	....	1	....	....	2	7,500	34,353	47,852	M	39
40	Tracy	4,056	Recreation Department[1]	2	10	4	....	....	4	....	3	....	....	....	....	....	....	8,291	10,095	20,884	P, F	40
41	Ukiah	3,731	City of Ukiah	1	....	....	....	....	....	....	....	....	....	....	1	....	1	.....	.....	.....	M	41
42	Vallejo	20,072	Recreation Department, Unified School District	16	9	2	20	40	7	2	4	....	....	....	....	....	....	900	12,090	14,280	M, F	42
43	Ventura	13,264	Department of Recreation[1]	2	6	1	10	22	5	2	5	1	1	1	....	....	....	.....	.....	11,000	M, P*	43
44	Visalia	8,904	Department of Playgrounds and Recreation[1]	5	7	7	17	28	3	....	1	....	1	[11]1	....	....	....	.....	13,765	19,130	M, F	44
45	Whittier	16,115	City Recreation Commission	14	26	2	3	10	13	13	13	....	....	....	....	....	1	16,000	10,000	35,000	M, P*	45
46	Yuba City	4,968	Recreation Commission	2	7	[12]2	....	....	1	1	1	....	....	....	....	....	1	.....	.....	2,350	M	46
	Colorado																					
47	Boulder	12,958	Recreation Association	3	2	....	....	....	3	3	1	....	....	....	....	1	....	.....	2,000	[13]2,000	M	47
48	Colorado Springs	36,789	Patty Stuart Jewett Memorial Field	1	....	1	....	....	....	....	....	....	....	....	1	....	....	.....	2,160	21,779	M*	48
			City Recreation Department	6	24	1	....	30	15	5	4	1	....	....	....	....	1	3,375	4,977	9,375	M	a
49	Delta	3,717	Public Schools	1	....	....	3	5	....	....	....	....	....	....	....	....	1	.....	.....	350	M	49
50	Denver	322,412	Recreation Board[2] and Board of Education	81	94	4	16	40	47	30	34	3	....	....	....	4	6	.....	57,601	122,690	M, F	50
51	Fort Collins	12,251	Public Works Department	2	2	....	....	....	1	1	....	1	....	1	....	....	....	.....	560	10,500	M	51
52	Fort Morgan	4,884	City of Fort Morgan	3	1	....	....	....	1	1	....	....	....	....	....	....	1	.....	1,073	3,569	M	52
53	Grand Junction	12,479	Recreation Commission, Inc	2	6	....	8	12	4	4	1	....	....	....	....	1	....	.....	1,695	2,195	M, P	53
			Park Department	....	....	....	....	....	....	....	....	....	....	1	....	....	1	.....	.....	.....	M	a
54	Greeley	15,995	City and School District	4	4	....	....	....	4	4	4	1	....	....	....	....	1	.....	2,300	3,063	M, F*	54
55	Gunnison	2,177	Town Trustees	1	1	....	2	2	1	....	1	....	....	1	....	....	....	.....	2,500	2,700	M*	55
56	Holyoke	1,150	Town of Holyoke	1	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	285	633	M*	56
57	Lake County[15]	6,883	County Public Recreation Board	2	4	....	10	15	3	3	1	....	....	....	....	....	....	.....	1,500	4,000	M*	57
58	Montrose	4,764	City of Montrose	....	1	....	....	....	1	1	1	....	....	1	....	....	....	.....	855	1,855	M*	58
59	Pueblo	52,162	City of Pueblo	3	4	1	15	10	4	....	4	....	....	....	1	....	4	.....	4,000	18,000	M*	59
60	Pueblo County[14]	68,870	County Commissioners	6	5	3	12	5	5	6	5	....	....	....	....	....	....	.....	6,000	20,000	M, F*	60
61	Rocky Ford	3,494	City Council and Park Board	1	1	....	15	15	....	....	1	....	....	1	....	....	1	.....	.....	4,100	M*	61
62	Salida	4,969	City and Board of Education	1	....	....	....	....	1	1	....	....	....	1	....	1	....	.....	300	10,643	M*	62
63	Sterling	7,411	Recreation Commission	3	3	....	3	8	2	1	1	....	....	....	....	....	....	.....	1,500	1,500	M	63
64	Wray	2,061	Town Council	2	1	....	....	....	....	....	....	....	....	1	....	....	1	.....	579	771	M*	64
	Connecticut																					
65	Canaan	555	Trustees of Lawrence Playground, Inc	....	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	230	230	M	65
66	Clinton	1,791	Parent Teacher Association	1	3	....	....	....	2	2	....	1	....	....	....	....	....	.....	265	315	P	66
67	Deep River	2,500	Board of Education	....	2	....	....	....	1	1	1	....	....	....	....	....	....	.....	400	700	M	67
68	Derby	10,287	Recreation Camp	2	2	....	....	....	....	....	....	1	....	....	....	....	....	.....	1,800	2,360	P*	68
69	East Hartford	18,615	Park Department	3	8	....	12	16	6	6	4	....	2	....	....	....	1	7,700	6,075	21,849	M	69

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support[#]	No. of City
	Conn.—Cont.																					
1	Essex	2,859	Community Recreation Committee	2	3	....	3	12	3	3	2	2	....	....	....	....	....	.....	820	895	P*	1
2	Fairfield	21,135	Board of Recreation	24	15	....	21	18	9	6	6	3	....	....	....	....	....	.....	4,530	6,666	M	2
3	Greenwich	35,509	Board of Selectmen	.....	.....	.....	.....	.....	.....	.....	.....	3	....	....	....	....	....	.....	.....	55,886	M	3
			Recreation Board	119	30	3	35	20	11	11	9	....	6	....	....	....	....	.....	20,598	39,354	M	a
4	Hamden	23,373	Recreation Commission	12	10	.....	.....	.....	9	9	8	.....	.....	....	....	....	....	3,050	7,100	12,040	M	4
5	Hartford	166,267	Recreation Division, Park Department	74	34	16	.....	.....	23	....	20	1	3	1	2	....	3	.....	.....	71,837	[2]89,693	M	5
			Independent Social Center, Inc.[16]	7	7	2	3	5	2	1	2	1	....	....	....	....	....	650	5,600	[3]6,250	M, P*	a
6	Killingly	9,547	Recreation Department[2]	1	....	1	....	1	5	5	1	.....	.....	....	....	....	....	.....	1,820	1,893	M	6
7	Milford	16,439	Recreation Commission	6	3	1	....	....	3	2	4	2	....	....	....	....	1	.....	5,000	9,500	M	7
8	Monroe		Parent Teacher Association	.....	.....	.....	2	10	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	P	8
9	Naugatuck	15,388	Board of Education	2	5	....	.....	.....	7	7	1	.....	.....	.....	.....	.....	.....	.....	3,000	5,000	M*	9
10	New Britain	68,685	Municipal Recreation Commission	20	23	....	.....	.....	8	8	9	.....	.....	.....	.....	.....	.....	.....	5,292	13,150	M	10
			Board of Park Commissioners	12	....	....	.....	.....	.....	.....	.....	.....	.....	.....	1	....	2	.....	1,708	17,619	M*	a
11	New Haven	160,605	Department of Education	15	74	.....	.....	.....	28	28	20	.....	.....	.....	.....	.....	.....	.....	15,454	16,054	M	11
			Recreation Division, Park Commission	124	17	4	.....	.....	14	14	10	4	.....	1	.....	.....	.....	3,850	26,280	236,740	M, P*	a
12	North Haven	5,326	Park Commission	2	2	....	1	1	2	2	2	.....	.....	.....	.....	.....	.....	.....	800	900	M	12
13	Putnam	7,775	Common Council	1	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	1	.....	550	1,189	M	13
14	Salisbury	3,030	Recreation Committee	1	2	1	24	15	2	2	1	.....	.....	.....	.....	.....	.....	.....	2,550	2,725	M, P	14
15	Seymour	6,754	Playground Association	2	4	.....	6	10	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	617	843	M, P	15
			Playground Commission	....	7	....	9	14	3	3	3	....	1	.....	.....	.....	.....	.....	850	1,450	M, P	16
16	Shelton	10,971	Community Building Association of Shelton and Derby, Inc	1	1	2	11	5	.....	.....	1	.....	.....	.....	.....	.....	.....	4,000	5,200	12,000	M*	a
17	Somers	2,114	Community Council	....	6	....	3	6	2	2	2	.....	.....	.....	.....	.....	.....	.....	100	100	M*	17
18	Stamford	47,938	Board of Public Recreation	66	48	2	7	3	16	1	14	.....	1	.....	.....	.....	.....	5,838	19,941	25,844	M	18
19	Stratford	22,580	Town of Stratford	7	8	.....	.....	.....	7	7	.....	2	.....	.....	.....	.....	1	.....	3,400	9,400	M, P	19
			Sterling House Community Center	1	2	1	20	200	1	1	5	1	1	.....	.....	.....	.....	.....	1,865	4,852	P*	a
20	Torrington	26,988	Park and Recreation Department[1]	3	8	1	5	20	6	6	1	1	.....	.....	.....	.....	1	1,700	3,050	8,975	M*	20
21	Wallingford	11,425	Recreation Commission	16	5	.....	.....	.....	6	4	.....	.....	.....	.....	.....	.....	.....	.....	3,600	5,600	M	21
22	Waterbury	99,314	Park Department	34	31	4	.....	.....	12	12	2	.....	.....	.....	1	2	2	.....	11,966	[11]11,966	M, P	22
23	Watertown	8,787	Board of Education	3	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1,100	M	23
24	West Hartford	33,776	Department of Recreation[2]	16	10	1	9	4	8	7	6	.....	.....	.....	.....	.....	2	.....	11,705	14,353	M	24
25	Westport	8,258	Recreation Committee	1	4	....	5	....	4	4	1	1	.....	.....	.....	.....	.....	.....	800	980	M	25
26	Wethersfield	9,644	Park Department	4	2	.....	.....	.....	5	5	5	.....	.....	.....	.....	.....	.....	20,000	1,500	22,500	M	26
27	Willimantic	12,101	Recreation Commission[2]	4	4	....	13	3	3	3	....	1	.....	.....	.....	.....	.....	2,000	1,800	4,200	M	27
	Delaware																					
28	Milford	4,214	City of Milford	2	2	....	4	4	1	1	....	1	.....	.....	.....	.....	.....	.....	2,100	5,100	M*	28
29	Wilmington	112,504	Board of Park Commissioners	20	32	.....	.....	.....	22	22	6	.....	.....	.....	.....	.....	5	.....	12,783	33,978	M*	29
			Board of Public Education	4	35	.....	.....	10	.....	.....	7	.....	7	.....	.....	.....	.....	.....	5,302	[5]5,302	M	a
	Dist. of Colombia																					
30	Washington	663,091	District of Columbia Recreation Department[1]	128	289	107	1845	3405	95	29	65	....	9	[16]5	...	1	[17]8	384,122	257,102	1,170,400	M P F*	30
	Florida																					
31	Clearwater	10,136	Recreation Department[1]	2	4	3	8	50	7	3	2	1	.....	.....	.....	.....	.....	.....	4,798	9,000	M	31
32	Dania	2,902	Joint Recreation Committee	1	1	....	6	20	1	1	1	.....	.....	.....	.....	.....	.....	.....	735	1,385	M, P	32
33	Daytona Beach	22,584	Recreation Department	3	8	9	20	50	3	1	12	1	.....	.....	.....	.....	2	3,965	12,300	55,178	M	33
34	Deland	7,041	Department of Recreation	.....	4	4	....	50	2	2	2	.....	.....	.....	.....	.....	.....	.....	6,714	12,596	M, F	34
35	Fort Lauderdale	17,996	Parks and Recreation Department[3]	11	5	3	....	....	3	1	1	1	.....	.....	1	....	1	.....	12,500	67,165	M	35
36	Fort Pierce	8,040	Playground and Recreation Board	1	1	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....	.....	500	600	M, P	36
37	Gainesville	13,575	Department of Recreation[3]	2	7	2	15	33	7	2	2	.....	.....	.....	.....	.....	.....	.....	5,984	8,234	M	37
38	Jacksonville	173,065	Playground and Recreation Board	14	20	34	3	10	21	....	3	.....	.....	.....	.....	.....	2	41,500	96,620	[19]172,865	M, F*	38
39	Jacksonville Beach	3,566	City Recreation Department	1	....	1	1	3	1	....	.....	.....	.....	.....	.....	.....	.....	.....	1,300	2,500	M	39
40	Kathleen		High School	.....	.....	.....	3	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M	40
41	Key West	12,927	Recreation Department[1]	4	12	4	25	105	9	....	.....	1	.....	.....	.....	.....	.....	.....	5,000	25,000	40,000	M P F*	41
42	Lakeland	22,068	Defense Recreation Council	3	6	4	14	11	5	4	5	.....	.....	.....	.....	.....	1	4,200	9,700	22,850	M	42
43	Lake Wales	5,024	Community Council	1	.....	.....	.....	.....	3	....	2	1	.....	.....	.....	.....	1	.....	400	[3]400	P	43
44	Miami	172,172	Division of Recreation, Department of Public Welfare	9	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M	44
45	Miami Beach	28,012	Recreation Department	7	6	5	.....	.....	3	....	1	.....	.....	.....	.....	.....	.....	.....	15,432	21,000	M	45
			City of Miami Beach	.....	.....	.....	.....	.....	.....	.....	.....	[20]1	.....	.....	.....	.....	.....	.....	.....	87,368	M	a
46	Ocala	8,986	Recreation Commission	3	1	3	2	....	2	1	3	.....	.....	.....	1	.....	.....	.....	2,200	[3]3,000	M	46
			City of Ocala	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	15,000	.....	20,000	M*	a
47	Palm Beach	3,747	Playground Commission	....	1	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	4,000	M	47
48	Panama City	11,610	Department of Recreation[1]	4	9	[12]9	50	75	14	.....	9	.....	.....	.....	.....	.....	.....	.....	10,736	14,332	M, F	48
49	Pensacola	37,449	City Recreation Department[1]	8	8	4	17	1	4	3	3	2	.....	.....	1	.....	.....	4,850	13,980	39,056	M*	49
50	St. Augustine	12,090	Community Recreation Council	2	2	....	10	6	5	5	.....	.....	.....	.....	.....	.....	.....	.....	1,350	2,500	M	50
51	St. Petersburg	60,812	Recreation Department	8	11	7	210	250	13	12	15	1	.....	.....	.....	1	.....	.....	20,510	97,374	M, F*	51
52	Sebring	3,155	City of Sebring	.....	.....	.....	.....	.....	.....	.....	.....	[21]1	.....	.....	1	.....	.....	.....	.....	.....	M*	52
53	Tallahassee	16,240	City Recreation Department[2]	2	8	3	3	6	7	1	2	.....	.....	.....	1	.....	.....	8,000	9,000	38,000	M, F	53
54	Tampa	108,391	Board of Public Recreation	13	66	28	40	200	27	1	11	.....	.....	.....	.....	.....	2	18,160	75,581	137,487	M, F*	54
55	West Palm Beach	33,693	Department of Recreation[1]	1	4	.....	.....	.....	5	.....	6	.....	.....	.....	.....	.....	.....	.....	1,500	9,000	M*	55
56	Winter Park	4,715	Hannibal Square Associates[15]	1	2	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	800	1,200	M, P, F	56
	Georgia																					
57	Albany	19,055	Parks Department	2	2	.....	.....	6	2	2	1	.....	.....	.....	.....	.....	2	.....	1,000	2,500	M	57
58	Athens	20,650	Playground and Recreation Department[1]	3	9	10	4	26	8	6	2	.....	.....	.....	.....	.....	.....	2,845	18,650	25,495	M, F	58
59	Atlanta	302,288	Parks and Cemetery Department	27	45	43	30	25	35	....	6	.....	.....	4	1	.....	6	.....	72,407	97,657	M	59
60	Augusta	65,919	City Recreation Commission	11	22	21	460	1328	10	....	5	1	1	...	1	...	1	40,000	35,000	124,421	M, F	60
61	Brunswick	15,[illegible]35	Department of Recreation[1]	4	11	14	200	100	7	....	2	1	.....	.....	.....	.....	1	.....	29,081	44,712	M, F*	61
62	Cartersville	6,141	City of Cartersville	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	M	62
63	Columbus	53,280	Department of Recreation	16	57	24	98	186	14	3	8	.....	.....	.....	.....	.....	1	17,625	44,496	71,956	M P F*	63
			Lions Club and City	1	....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	2,080	6,000	M, P*	a
64	Decatur	16,561	Recreation Department[1]	11	26	1	27	25	4	2	1	....	1	...	.....	.....	1	2,224	4,330	8,488	M*	64

STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #	No. of City
			No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
Georgia—Cont.																					
East Point	12,043	Parks Committee														1			6,029	M	1
Fulton County	392,886	County Parks and Recreation Department[2]	1	33				15	15									12,500	14,000	M	2
Glynn County[22]	21,920	County Commissioners, Roads and Revenues	2	3	1			1	1	1						1	6,080	3,208	9,288	M, F	3
Griffin	13,222	Department of Recreation[1]	7	15	3	3	16	8	6	7		1	1			1	4,942	7,031	18,379	M, F*	4
Hall County[23]	34,822	County Recreational Board	1	1	[12]1	25	10			2									1,800	M, P	5
Macon	57,865	Recreation Department	3	11	10			10										12,350	13,919	M	6
Savannah	95,996	Recreation Commission	3	20	1	30	20	17		2						2	500	12,415	20,925	M*	7
Waynesboro	3,793	Rotary Club	1					1	1									300	300	P	8
Idaho																					
Boise	26,130	City Recreation Committee	2	3			2	3	3			2						1,500	1,500	M	9
Buhl	2,414	Mayor and Council														1			500	M	10
Burley	5,329	City and School Board	9	8	2			2	2	2	1		1					3,500	[4]4,500	M	11
Gooding	2,568	Playground Committee	2					2	2									700	[3]700	P	12
Idaho Falls	15,024	Youth Council	5	6		2	1	3	3	4								2,306	3,157	M*	13
Lewiston	10,548	Youth Activities Committee	4	8	2	2	2	4	4	1								3,425	6,525	M, P	14
Nampa	12,149	City and Ind. School District No. 37	2	2		3	2					2	1			1			[5]600	M*	15
Pocatello	18,133	Parks Department	1										1				400	1,700	8,965	M*	16
Sandpoint	4,356	City Council	1								1						925		925	M	17
Wallace	3,839	Youth Association	1	1	1			1	1	1						1		2,115	4,236	M, P*	18
Illinois																					
Alton	31,255	Playground and Recreation Commission	15	12	6			[7]12	11	5			1				1,275	10,145	28,042	M*	19
Aurora	47,170	Playground and Recreation Department[1]	2	12	2	18	26	6	6	1		1				5	6,900	7,728	18,983	M	20
Bellwood	5,220	Memorial Park District Board	1							1						1			9,306	M	21
Benton	7,372	Water Department	1													[11]1			1,653	M*	22
		Youth Community Center	1							1									250	M	a
Blue Island	16,638	Playground and Recreation Commission	6	2	1			2	2								15,000	2,188	17,188	M	23
Cairo	14,407	Park Department		2			4	2	2									300	300	M	24
Canton	11,577	Park District and School Board	2	2				2	2	1						1		1,100	9,786	M*	25
Carbondale	8,550	Park Board	3	4				6	6		1							2,500	3,000	M	26
Centralia	16,343	Recreation Department[1]	6	4	1			1	1	1						1		3,789	9,589	M*	27
Champaign	23,302	Recreation Department[1]	12	8	9	14	7	6	6	4								819	6,992	14,127	M, F	28
Chicago	3,396,808	Recreation Commission[24]	3	7	9		1												20,454	30,000	M	29
		Bureau of Recreation, Board of Education	73	68	141			69		69								55,907	403,001	976,374	M*	a
		Department of Public Works, Bureau of Parks, Recreation and Aviation	51	35	80			41	19	6	3				3			12,735	201,100	404,965	M	b
		Park District	475	166	285			193	193	90	12	20	4	1	6	38		875,798	[1]1,266,573	M*	c
Chicago Heights	22,461	Harold Colbert Jones Memorial Community Center	2	9	2	3	20	1	1	1								6,209	[6]6,209	P	30
Cicero	64,712	Clyde Park District	15		1			9	9	4						2		24,000	60,678	M	31
Cook County[25]	4,063,342	County Forest Preserve District											1	5		3			[3]90,505	M*	32
Danville	36,919	Department of Public Recreation[1]	11	21	3	1	3	9	9	3								9,271	10,900	M*	33
		Laura Lee Fellowship House Association[15]		1	[13]1	6	15			1								450	2,206	P	a
Decatur	59,305	Playground and Recreation Board	14	40	8	95	212	20	12	12		1					2,000	30,371	43,422	M, P*	34
		Park District	2											2				1,955	[2]2,545	M*	a
Dixon	10,671	Park Board	1	4			1	5	5		1							828	2,000	M	35
Downers Grove	9,526	Park Board	2	8			30	4	4	4								1,318	2,663	M	36
Eldorado	4,891	School Board	1	4				3	3										400	M	37
Elmhurst	15,458	City Park Board	12	11	1	2	6	9		6						1		7,846	8,376	M*	38
Evanston	65,389	Bureau of Recreation, City Council	68	45	8	75	226	13	10	3	9							35,052	54,400	M, P*	39
Freeport	22,366	Y.M.C.A. and Park Board				2	1	4	4	4									8,500	M*	40
Galesburg	28,876	Board of Education and City Council	4	7				6	6									1,450	1,450	M	41
Geneseo	3,824	Community Council	1	1		8	10	2		1								720	2,260	M, P*	42
Glencoe	6,825	Municipal Playground Commission	1		1									1			600	2,322	14,033	M*	43
		Glencoe Playgrounds, Inc.	3	5				2	2	2								3,100	3,100	P	a
Glenview	2,500	Park District	2	3		8	5	4		4								895	5,031	M*	44
Granite City	22,974	Park District	5	12				9	9	1		1				1	2,250	2,575	20,433	M*	45
Havana	3,999	Teen-Age Center Board		1						1								720	[3]720	P	46
Highland Park	14,476	Playground and Recreation Board	12	4	2	25	35	6	6	6								7,155	11,962	M, P*	47
		Park District									1			1					12,082	M*	a
Hinsdale	7,336	Community House	1	1	2	6	57			1							5,238	5,789	20,199	P*	48
Homewood	4,078	Youth Council, Inc.	1	2		4	6	1	1									1,150	2,700	P*	49
Jacksonville	19,844	Park Board	2			15							1	1		1			6,400	M*	50
Joliet	42,365	Park District	6	11				9	7						2	1		7,782	29,708	M*	51
Kankakee	22,241	Park District	8	9	3	5	2	6				1						7,000	8,400	M	52
Kenilworth	2,935	Village of Kenilworth									1								1,560	M*	53
Kewanee	16,901	Park District	4	2				4	4					1		1	4,000	2,200	15,570	M, P	54
La Grange	10,479	Recreation Commission	17	9	2	38	16	3	3	2								5,000	9,600	M*	55
Lake Forest	6,885	Young Men's Club and Park Board	3	2	2	4		2	2	1	1			1					28,521	M, P*	56
Libertyville	3,930	Parent Teacher Association	1	3			10	3	3	3	1							375	415	P	57
Lombard	7,075	Recreation Commission		1		2	4	4	1									350	600	M	58
Macomb	8,764	Building and Grounds Committee, City Council	4		3	3	8	3	3	1	1		1			1	65,668	4,202	73,218	M PF*	59
Marseilles	4,455	Recreation Center Committee	1	1	1	3	3			1									3,600	P*	60
Mattoon	15,827	Recreation Board[1]	1					1	1									350	350	P	61
Maywood	26,648	Playground and Recreation Board	20	10	1	10	8	5	5	5								5,520	11,000	M	62
Mcline	34,608	Playground and Recreation Board	5	17	1	45	15	8	8	1		3				1	8,745	6,656	35,701	M, P*	63
Morrison	3,187	Parent Teacher Association				5	30			1						1			328	M*	64
Mount Carmel	6,987	Commissioner of Public Works	1		1			1	1		1		1			1			12,412	M*	65
Mount Morris	1,902	Recreation Board	1	2	1					1					1			3,730	7,181	M*	66
Mount Vernon	14,724	Recreation Committee	8	15			11	6	6	1						1		1,200	2,000	P	67
Naperville	5,272	Public Affairs Department and Y.M.C.A.	3	2				1	1		1								14,234	M*	68
Nokomis	2,562	Recreation League	2			4	1	1	1									100	300	P	69

Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support [4]	No. of City
	Illinois—Cont.																					
1	North Chicago	8,465	Civic Service Association and Foss Park District	4	10	2	....	....	5	5	1	....	....	....	....	....	....	....	....	5,000	6,200	M, P	1
2	Oak Park	66,015	Playground Board	5	20	8	....	8	5	....	5	....	....	....	....	....	....	....	....	13,841	29,868	M	2
3	Paris	9,281	Park Board	9	5	....	....	....	4	4	1	[11]	....	....	....	....	....	....	....	....	1,500	M*	3
4	Pekin	19,407	Park District	2	....	....	....	....	....	....	....	....	....	1	....	....	1	4,300	1,845	6,500	M*	4
5	Peoria	105,087	George Washington Carver Association, Inc.[13]; Pleasure Driveway and Park District, Recreation Commission and War Fund	2	4	3	2	8	1	1	1	....	....	....	....	....	....	....	9,000	8,272	22,000	P	5
6	Peru	8,983	Recreation Department	16	45	....	....	12	11	11	7	....	....	....	3	....	1	....	26,100	[26] 26,100	M, P*	a
7	Quincy	40,469	Board of Education, City and Park and Boulevard Association	2	1	....	10	12	1	1	....	....	....	....	....	....	1	....	....	2,000	M	6
8	River Forest	9,487	Playground and Recreation Board	4	5	....	....	....	5	6	....	....	....	1	....	....	1	....	....	....	M	7
9	Rockford	84,637	Booker Washington Association[13]; Park District	5	3	....	....	....	3	....	4	....	....	....	....	....	....	460	4,384	5,449	M	8
10	Rock Island	42,775	Playground and Recreation Commission	2	3	2	2	3	....	....	1	....	....	....	....	....	....	435	2,209	7,425	P*	9
11	Rushville	2,480	Scripps Park Board	2	6	....	....	....	7	7	....	1	....	1	2	....	2	....	2,145	32,968	M*	a
12	St. Charles	5,870	Baker Memorial Community Center, Inc.	13	7	1	6	5	4	4	2	....	....	....	....	....	....	....	5,085	6,840	M*	10
13	Sandwich	2,608	Recreation Committee	1	1	....	....	....	1	1	....	....	....	1	....	....	1	....	....	4,200	M, P*	11
14	Springfield	75,503	City Water, Light and Power Department; Playground and Recreation Commission	1	1	....	....	1	1	1	1	1	....	....	....	....	....	....	4,090	14,853	P*	12
				3	....	....	....	....	....	....	....	2	....	....	....	....	....	....	400	751	P	13
				60	26	7	....	....	21	19	2	....	....	....	....	....	....	....	....	7,000	M*	14
15	Sterling	11,363	Sterling-Coloma Park Boards	3	3	....	2	4	1	1	....	....	....	....	....	....	1	....	26,592	34,025	M*	a
16	Sullivan	3,101	Youth Council	1	....	....	5	10	1	....	....	1	1	....	....	....	....	....	....	3,284	M*	15
17	Sycamore	4,702	Recreation Commission	1	....	....	3	2	....	....	1	....	....	....	....	....	....	....	300	[3]300	M, P	16
18	Urbana	14,064	Park District	6	8	....	....	....	4	4	4	....	....	....	....	....	....	500	873	2,023	M*	17
19	Venice	5,454	Park District	2	....	....	5	1	2	....	....	....	....	....	....	....	1	....	....	[6] 6,116	M	18
20	Waukegan	34,241	Playground and Recreation Board	33	17	1	25	40	13	13	9	2	....	....	....	....	....	....	....	4,200	M	19
21	Wilmette	17,226	Recreation Board	10	8	2	5	5	4	4	4	1	....	1	....	....	....	....	7,463	9,318	M*	20
22	Winnebago Co.[27]	121,178	County Forest Preserve District	....	....	....	....	....	....	....	....	....	....	....	1	....	2	....	11,000	21,000	M	21
23	Woodstock	6,123	Public Schools and City	1	1	....	....	....	....	....	....	....	....	....	....	1	....	....	....	4,081	M*	22
24	Zion	6,555	Civic Recreation Board	1	1	....	4	1	1	1	1	....	....	....	....	....	....	....	600	889	M*	23
	Indiana																		569	1,085	M, P	24
25	Alexandria	4,801	Park Department	4	3	....	....	....	1	1	....	....	....	....	....	....	1	....	....	3,000	M	25
26	Anderson	41,672	Recreation Division, Park Department	24	46	....	....	....	17	12	6	....	....	....	1	....	2	18,500	14,551	79,006	M*	26
27	Attica	3,760	City of Attica	....	1	....	....	....	1	1	1	....	....	....	....	....	....	....	....	....	P	27
28	Batesville	3,065	Recreation Association	3	1	....	....	....	2	2	....	....	....	....	....	....	....	....	589	1,065	P	28
29	Bedford	12,614	Park Board and Recreation Commission	8	2	....	....	....	4	4	....	....	....	....	1	....	2	....	....	[7] 7,700	M*	29
30	Brookville	2,194	Franklin County Youth Recreation Center	3	....	....	2	....	1	1	1	....	....	....	....	....	....	....	350	450	P*	30
31	Columbus	11,738	City Schools	4	4	....	4	4	3	3	....	....	....	....	....	....	3	....	1,153	1,531	M	31
32	Crawfordsville	11,089	Booker T. Washington Recreation Center[13]; Recreation Commission, Park Board, and Schools	....	1	1	....	4	1	1	1	....	....	....	....	....	....	....	480	494	M	32
				1	5	....	....	....	4	4	1	....	....	1	....	....	....	....	1,500	8,100	M*	a
33	Crown Point	4,643	Civil City	2	2	....	....	....	3	3	1	....	....	....	....	....	....	....	1,600	2,500	M	33
34	Decatur	5,861	School, City and Woman's Club	4	1	....	5	2	1	1	3	....	....	....	....	....	1	....	....	6,500	M, P*	34
35	Delphi	2,213	City Recreation Board	....	....	....	5	....	2	2	1	....	....	....	....	....	....	1,000	....	4,000	M	35
36	Evansville	97,062	Department of Public Parks	14	21	1	....	....	12	12	....	....	....	....	1	5	....	....	11,000	[21] 21,586	M	36
37	Fort Wayne	118,410	Parks and Recreation Department[1]	12	62	2	....	....	17	17	3	....	....	....	1	2	4,477	24,663	94,417	M*	37
38	Goshen	11,375	City Recreation Commission	4	2	....	....	....	8	2	2	1	....	....	....	....	....	....	2,015	3,630	M	38
39	Greensburg	6,065	Park Board	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	M	39
40	Indianapolis	386,972	Division of Recreation, Park Board	85	110	16	60	76	46	36	10	....	....	1	5	....	6	....	50,535	103,144	M*	40
41	Jeffersonville	11,493	City Recreation Department[1]	2	2	....	....	....	3	3	....	....	....	....	....	....	....	200	1,500	2,550	M, P	41
42	Kendallville	5,431	City Park Board	1	....	....	3	1	1	1	1	1	....	....	....	....	....	....	375	2,500	M	42
43	Lafayette	28,798	Park Board	1	5	....	....	....	4	4	5	....	....	....	....	....	1	....	2,000	2,050	M	43
44	Lake County[23]	293,195	Board of County Commissioners	....	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	500	M	44
45	La Porte	16,180	Public Schools	4	3	....	....	....	4	4	....	....	....	....	....	....	....	....	2,300	2,543	M	45
46	Marion	26,767	Recreation Commission	2	5	1	12	15	7	6	1	....	....	....	....	....	....	....	4,950	5,385	M	46
47	Michigan City	20,476	Recreation Department[1]	3	....	1	....	....	5	4	....	....	....	....	....	....	....	1,200	2,380	7,550	M	47
48	Muncie	49,720	Park Department and City Schools	8	6	....	....	....	10	10	....	....	....	....	....	....	1	....	5,600	[10] 10,300	M	48
49	New Albany	25,414	Valley View Golf Club, Inc.	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	4,500	M*	49
50	Noblesville	5,575	Forest Park Board	8	4	....	....	....	1	1	1	....	....	1	....	....	1	....	....	10,600	M*	50
51	North Manchester	3,170	Recreation Committee	1	....	....	7	....	3	1	....	....	....	....	....	....	....	....	1,000	[1] 1,000	M	51
52	Pendleton	1,681	Park Board	....	....	....	1	8	1	1	....	....	....	....	....	....	1	....	....	2,970	M	52
53	Peru	12,432	Recreation Commission	3	7	....	2	3	8	2	2	....	....	....	....	....	1	....	2,033	3,329	M	53
54	Petersburg	3,075	Kiwanis Club	1	1	....	....	....	3	2	....	....	....	....	....	....	....	....	....	700	P	54
55	Plymouth	5,713	Park Department	2	....	....	....	....	1	1	....	....	....	....	....	....	....	....	....	400	[2] 400	M	55
56	Richmond	35,147	Board of Park Commissioners; Townsend Community Center[13]	8	20	....	....	....	7	7	....	....	[11]	....	....	....	....	....	3,000	[3] 3,000	M	56
				....	3	1	2	5	....	....	1	....	....	....	....	....	....	1,723	1,414	6,853	M, P	a
57	Rochester	3,835	City Schools	....	1	....	....	....	1	1	1	....	....	....	....	....	....	....	400	425	M	57
58	Rushville	5,960	City Council	4	....	....	3	....	3	3	3	....	....	....	....	....	....	....	1,250	2,000	M	58
59	Seymour	8,620	Board of Recreation	2	1	....	....	....	2	2	2	....	....	....	....	....	....	....	....	....	M	59
60	Shelbyville	10,791	Park and Recreation Department[1]	2	2	....	....	....	2	2	1	....	....	....	....	....	1	....	1,500	2,000	M	60
61	South Bend	101,268	Recreation Department[2] and Park Board	33	14	....	....	....	20	20	16	....	1	1	1	1	....	....	....	[31] 31,420	M	61
62	Speed	600	Welfare and Recreation Department, Louisville Cement Corporation	1	1	....	2	1	1	....	1	....	....	....	....	....	....	....	....	....	P	62
63	Valparaiso	8,736	Recreation Council	3	3	....	....	....	3	3	3	....	....	....	....	....	....	1,000	2,220	5,000	M, P	63
64	Warsaw	6,378	Park Board and Baker Boys' Club	1	....	....	....	....	1	1	2	1	....	....	....	....	....	....	....	....	M, P	64
65	Washington	9,312	City of Washington	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	4,756	M	65
66	Whiting	10,307	Community Service	7	4	2	....	4	3	3	1	....	....	....	....	1	....	....	8,800	32,571	P*	66
	Iowa																					
67	Cedar Falls	9,349	City and School Board	1	7	....	2	4	7	7	....	1	1	1	....	....	....	....	1,500	2,000	M	67
68	Cedar Rapids	62,120	Playground and Recreation Commission; Park Department	10	36	5	....	....	13	13	2	....	....	....	....	....	1	9,086	15,355	48,446	M, P*	68
				1	1	....	....	....	....	....	....	....	....	1	....	....	....	1,497	1,500	4,550	M*	a
69	Clinton	26,270	Recreation Commission	1	3	2	....	....	3	1	....	....	....	....	....	....	....	....	2,648	3,545	P*	69

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support [#]	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Iowa—Cont.																					
1	Correctionville	1,151	Copeland Park Board	...	3	...	...	...	...	...	...	...	...	...	...	...	1	...	360	510	M	1
2	Davenport	66,039	Park Board	15	35	4	60	85	14	12	6	...	...	...	2	...	1	...	8,734	44,828	M*	2
3	Decorah	5,303	City Council	...	...	...	2	...	...	...	...	...	...	...	...	...	1	...	...	2,500	M	3
4	Des Moines	159,819	Playground and Recreation Commission Park Board	44	71	7	...	...	27	...	5	1	...	...	...	3	1 3	...	...	29,828 45,436	M M*	4 a
5	Dubuque	43,892	Department of Parks Department of Recreation[1]	17	28	1	8	12	2 15	2 10	2 6	...	2	...	...	...	1	...	21,510	700 26,510	M M*	5 a
6	Emmetsburg	3,374	City Council	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	$300	M	6
7	Fort Dodge	22,904	Recreation Committee	1	5	...	6	6	5	5	...	...	...	...	...	1	...	...	1,800	$1,800	P	7
8	Iowa City	17,182	Playground and Recreation Commission	13	12	1	6	4	2	2	1	...	...	...	...	...	...	2,300	3,804	7,648	P	8
9	Mapleton	1,824	Town Council	1	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1,123	M*	9
10	Mason City	27,080	Department of Public Recreation, Independent School District[1]	5	9	...	...	1	7	7	...	...	...	...	...	...	...	...	3,089	3,678	M*	10
11	New Hampton	2,933	City Council	...	6	...	...	...	1	1	...	...	...	...	...	...	1	...	...	...	M	11
12	Ottumwa	31,570	Park Commission and School Board	2	2	...	...	...	2	2	...	...	...	...	...	...	1	...	1,068	8,068	M, P	12
13	Pocahontas	1,730	City Council	1	4	...	...	...	...	...	...	...	...	...	...	...	1	...	...	2,235	M*	13
14	Red Oak	5,763	Park Board	2	2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	$2,000	M*	14
15	Sheldon	3,768	City Recreational Board	2	2	...	4	4	1	1	1	...	...	...	...	...	1	...	1,069	1,369	M*	15
16	Sioux City	82,364	Department of Parks Department of Public Recreation, Board of Education	30	70	3	15	20	19	13	6	...	...	1	...	...	4 1	...	12,000	15,037 20,000	M M*	16 a
17	Spencer	6,599	Recreation Committee	1	2	...	...	...	4	4	2	...	...	...	...	...	1	...	...	1,000	P	17
18	Villisca	2,011	Park Board	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	200	$200	M	18
19	Vinton	4,163	City of Vinton	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	M	19
20	Waterloo	51,743	Recreation Commission	36	45	1	18	6	13	13	6	...	...	...	...	...	1	19,329	11,257	39,911	M, P*	20
21	Webster City	6,738	City of Webster City	2	2	...	...	...	1	1	...	...	...	...	...	...	1	...	1,884	2,889	M*	21
22	Winterset	3,631	Community Project Board	...	1	...	3	12	...	...	...	...	...	...	...	...	1	...	500	1,200	M, P*	22
	Kansas																					
23	Arkansas City	12,752	Youth Recreation Board	1	2	...	25	3	3	1	1	...	...	...	...	...	...	...	1,000	3,000	P*	23
24	Augusta	3,821	Public Schools	...	1	...	...	...	1	1	2	...	...	...	...	...	...	...	300	$300	M	24
25	Beloit	3,765	City Council	...	...	...	...	...	...	...	...	...	...	...	...	...	[11]	...	...	...	M*	25
26	Coffeyville	17,355	Recreation Commission and Park Board	4	...	1	5	...	...	...	1	...	...	1	...	...	...	...	3,500	7,500	M, P*	26
27	El Dorado	10,045	City of El Dorado	2	1	...	...	...	3	3	1	...	...	...	...	...	1	...	1,100	2,100	M*	27
28	Garden City	6,285	Park Department	1	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1,000	M*	28
29	Hays	6,385	Park Department and Public Schools	1	3	...	...	...	2	2	...	...	...	...	...	...	...	...	1,200	1,200	M	29
30	Horton	2,872	Kiwanis Club	1	...	...	...	...	1	1	...	...	1	...	...	...	...	...	180	300	M, P	30
31	Hutchinson	30,013	Board of Park Commissioners	2	...	...	...	...	...	...	...	1	...	...	1	...	1	...	1,615	6,115	M*	31
32	Iola	7,244	Park Department	3	1	...	2	2	1	1	1	...	1	...	...	...	1	...	...	1,000	M	32
33	Junction City	8,507	Park Board and Recreation Commission	2	2	...	3	3	3	1	2	...	...	...	...	...	1	...	...	6,000	M, P*	33
34	Kansas City	121,458	Advisory Committee on City Recreation	20	30	...	10	15	14	14	...	...	...	...	...	...	...	...	17,469	20,182	M, P*	34
35	Kingman	3,213	Department of Public Utilities	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	M*	35
36	Larned	3,533	City of Larned	1	3	...	...	3	...	...	...	...	...	...	...	...	1	...	600	925	M*	36
37	Liberal	4,410	Parent Teacher Association	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	P*	37
38	Manhattan	11,659	Board of Education	1	2	...	...	...	1	1	...	...	...	...	...	...	1	...	...	...	M	38
39	Marysville	4,055	City of Marysville	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	2,569	M*	39
40	McPherson	7,194	Park Department	2	3	...	2	...	1	1	1	...	...	...	...	...	1	...	1,635	3,530	M, P*	40
41	Parsons	14,294	City of Parsons	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	M	41
42	Planeview		Board of Education	10	18	3	...	...	5	4	4	...	...	...	...	...	...	...	...	$14,639	M, F	42
43	Russell		School District No. 5	...	2	...	1	1	1	1	2	...	...	...	...	...	...	...	245	245	M	43
44	Salina	21,073	City of Salina	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	M	44
45	Wichita	114,966	Board of Park Commissioners	14	86	6	4	4	27	4	7	...	...	1	1	...	6	2,600	...	99,861	M, F*	45
	Kentucky																					
46	Ashland	29,537	Y.M.C.A.	9	2	1	66	24	2	2	1	...	1	...	...	1	1	...	3,205	8,186	M, P*	46
47	Catlettsburg	4,524	Community Chest	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	150	275	P	47
48	Fort Thomas	11,034	Playground and Recreation Board	5	3	...	7	6	3	3	1	...	...	...	...	...	...	2,530	1,666	6,079	M, P*	48
49	Glasgow	5,815	Park Commission	1	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	1,500	P*	49
50	Lexington	49,304	Board of Park Commissioners	13	18	2	...	...	6	6	2	...	...	...	...	...	1	...	...	20,177	M*	50
51	Louisville	319,077	Division of Recreation, Department of Public Parks	54	82	11	4	6	20	16	12	...	...	2	2	...	3	2,500	36,695	96,911	M	51
52	Maysville	6,752	Maysville and Mason County Community Center and Recreational Association	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	1,200	2,800	M, P*	52
53	Owensboro	30,245	City of Owensboro Community Recreation Council, Inc.	1	3	...	...	1	4	4	...	...	...	...	...	...	...	...	1,500	1,650	M	53
54	Stone		West Kenva Community Association	1	6	...	...	...	6	6	...	...	...	...	...	...	...	2,627	108 1,295	2,735 3,360	M, P* P	a 54
	Louisiana																					
55	Baton Rouge	34,719	Parish and Municipal Recreation Commission	3	7	6	5	25	6	...	3	...	...	...	...	...	...	...	9,049	12,950	M	55
56	Houma	9,052	Recreation Commission	1	1	...	14	66	2	...	2	...	...	...	...	...	...	...	553	$553	M	56
57	Lake Charles	21,207	Recreation Commission	6	7	3	...	...	6	...	5	...	...	...	...	...	...	665	7,468	8,868	M	57
58	Monroe	28,309	Recreation Department[1]	...	2	2	...	...	...	...	1	...	...	...	...	...	...	...	3,900	5,100	M	58
59	New Orleans	494,537	Playground Community Service Commission City Park Improvement Association	20 3	52	47	...	...	32	...	2 2	...	...	...	...	...	7 1	...	74,862	81,487 78,119	M* M*	59 a
60	Plaquemine	5,049	School Board, Town Council and Youth Center Committee	1	1	1	15	20	1	1	1	...	...	...	2	...	1	10,000	...	2,800	M, P	60
61	Sulphur	3,504	Recreation Association	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	600	650	P	61
62	Winnsboro	2,834	Town of Winnsboro	2	1	...	...	...	...	...	...	...	...	...	...	...	1	...	546	$546	M*	62
	Maine																					
63	Augusta	19,360	Park Committee	5	...	...	...	...	4	4	4	...	...	...	...	1	1	...	2,300	2,500	M	63
64	Bangor	29,822	City Recreation Department	20	32	1	54	67	8	1	5	...	1	...	...	...	...	...	8,500	12,500	M	64
65	Bar Harbor	4,378	Community Recreation Committee	...	2	...	...	...	1	1	1	...	...	...	...	...	1	...	900	1,200	M, P	65
66	Bath	10,235	Playground Commission	1	16	...	8	10	3	3	2	...	...	...	...	...	...	350	2,250	3,000	M	66

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Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership. No. of Men	Paid Recreation Leadership. No. of Women	Paid Recreation Leadership. No. Employed Full Time Year Round	Volunteer Workers. Men	Volunteer Workers. Women	Playgrounds Under Leadership. Total	Playgrounds Under Leadership. Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year. Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year. Leadership Salaries and Wages	Expenditures Last Fiscal Year. Total	Source of Financial Support*	No. of City
	Maine—Cont.																					
1	Brunswick	7,003	Recreation Commission	4	12	....	2	4	5	5	....	1	....	....	....	1	....	....	....	....	P, F	1
2	Dexter	3,714	Red Cross	....	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	P	2
3	Fairfield	3,420	School Department	1	2	....	....	....	1	1	1	....	....	....	....	....	....	....	500	600	M	3
4	Fryeburg	1,726	Town Salvage Committee	....	1	....	....	....	....	....	....	1	....	....	....	....	....	....	150	150	P	4
5	Gorham	3,494	Robie Recreation Park Commission	....	1	....	2	4	1	1	....	....	....	....	....	....	....	....	200	300	P	5
6	Houlton	7,771	Recreation Department	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	750	M	6
7	Lewiston	38,598	Board of Education	2	14	....	....	....	5	5	....	....	....	....	....	....	....	2	759	3,141	4,205	M	7
8	Madawaska	4,477	Playground Board	....	....	....	7	2	1	1	....	....	....	....	....	....	....	....	5,000	....	5,000	M, P	8
9	Pittsfield	3,329	Manson Park Board	....	2	....	....	....	1	1	....	....	....	....	....	....	....	....	....	200	300	M	9
10	Portland	73,643	Recreation Commission	10	23	1	39	152	12	12	1	1	1	....	....	....	....	....	....	9,015	16,685	M	10
11	Presque Isle	5,456	Community Association	3	2	....	26	32	1	1	....	....	....	....	....	....	1	....	....	830	1,895	M, P	11
12	Richmond	2,063	Recreation Committee	....	4	....	2	3	1	1	4	....	....	....	....	....	....	....	....	300	348	P	12
13	Rockland	8,899	Community Building Association	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	2,000	3,500	P*	13
14	Sanford	14,886	Parks and Playground Commission	2	7	1	....	....	3	3	....	....	....	....	....	....	....	....	....	2,500	7,000	M	14
15	South Portland	15,781	Recreation and Parks Department[1]	18	15	1	12	18	4	4	4	1	....	....	....	....	....	....	8,000	5,200	15,099	M, F	15
	Maryland																					
16	Baltimore	859,100	Department of Public Recreation[1]	188	268	56	18	46	66	24	66	....	....	....	....	....	....	1	75,125	[3]99,649	341,224	M PF*	16
			Board of Park Commissioners	....	....	....	....	....	....	....	....	....	3	1	3	....	7	....	....	315,690	M*	a
17	Cumberland	39,483	Commissioner of Streets and Public Property	4	12	....	....	....	6	6	....	....	....	....	....	....	....	914	3,518	5,322	M	17
18	Frederick	15,802	Playground Commission	....	14	....	....	....	4	4	....	....	....	....	....	....	1	....	....	1,934	2,334	M	18
19	Frostburg	7,659	Recreation Committee	4	5	....	5	3	1	1	1	....	....	....	....	....	1	....	....	1,200	1,500	M, P	19
20	Greenbelt	2,831	Recreation Department	9	14	2	3	3	20	10	2	....	....	....	....	....	1	1,783	7,000	17,132	M, F	20
21	Towson		Recreation Association	2	3	....	6	20	3	3	2	....	1	....	....	....	....	....	....	3,000	P*	21
22	Westminster	4,692	Woman's Civic League	....	1	....	....	....	1	1	....	....	....	....	....	....	....	....	....	....	M, P	22
	Massachusetts																					
23	Andover	11,122	Playground Department[1]	2	8	....	....	....	3	3	....	....	....	....	....	....	....	....	230	1,680	2,214	M	23
			Andover Guild, Inc.	3	2	....	....	4	....	....	1	....	....	....	....	....	....	....	....	3,337	4,990	P	a
24	Arlington	40,013	School Department	8	7	....	....	....	7	7	....	....	....	....	....	....	....	....	....	2,717	3,345	M	24
25	Athol	11,180	Park Department	....	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	250	[4]250	M	25
26	Barnstable	8,333	Playground and Recreation Commission	4	1	2	25	40	4	4	6	2	....	....	....	....	....	....	....	5,000	9,400	M	26
27	Belmont	26,867	Playground or Recreation Commission	23	15	....	....	....	10	10	....	....	....	....	....	....	1	....	....	14,673	20,360	M	27
			Department of Phyaical Education, School Committee	3	400	1	....	....	150	50	....	....	....	....	....	....	....	....	16,000	106,400	122,400	M	28
			Community Recreation Service, Inc.	25	10	12	....	....	....	....	....	....	....	....	....	....	....	....	....	30,000	52,000	P*	a
28	Boston	770,816	School Committee, Department Extended Use of Public Schools	139	118	1	....	....	....	....	24	....	....	....	....	....	....	....	....	31,480	63,100	M	b
			Park Department	50	21	71	....	....	67	....	11	10	....	....	2	2	....	....	....	....	....	M	c
			Metropolitan District Commission[29]	....	....	....	....	....	....	....	....	20	....	1	2	....	1	....	....	....	....	F*	d
29	Brockton	62,343	Park Department	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	15,547	M*	29
			Playground Commission	4	24	....	....	....	12	12	1	....	....	....	....	....	3	....	8,203	40,681	M	a
30	Brookline	49,786	Park Department	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	M	30
			Recreation Commission	9	19	12	....	....	15	12	3	....	....	....	....	1	....	....	21,160	53,210	M	a
31	Cambridge	110,879	Park Department	60	43	13	....	....	23	10	9	2	....	1	....	....	....	33,892	43,739	85,262	M	31
32	Chelsea	41,259	Park Commission	5	13	....	....	....	12	12	....	....	....	....	....	....	....	1,550	5,280	7,580	M	32
33	Concord	7,972	Recreation Commission	3	10	....	....	....	2	2	....	....	....	....	....	....	....	....	1,890	2,379	M	33
34	Dalton	4,206	Community Recreation Association	6	5	1	20	16	3	2	2	....	....	....	....	1	....	1,100	3,547	14,150	M, P*	34
35	Dedham	15,508	Community Association, Inc.	2	8	1	2	6	2	1	4	1	....	....	....	....	....	200	2,112	3,375	P*	35
36	East Douglas		Recreation Commission	1	1	....	....	....	2	2	....	1	....	....	....	....	....	....	....	150	300	M	36
37	East Walpole	3,000	Francis William Park Corporation	....	2	....	....	....	1	1	....	....	1	....	....	....	1	....	....	400	500	P	37
38	Everett	46,784	Playground Commission	3	7	....	....	....	13	13	....	....	....	....	....	....	....	....	....	2,500	3,682	M	38
39	Fairhaven	10,938	Park Department	1	4	....	....	10	3	3	....	....	....	....	....	....	....	....	....	400	500	M	39
40	Fall River	115,428	Recreation Division, Park Department	8	20	....	....	....	9	....	....	....	....	....	....	....	....	....	....	4,631	4,959	M	40
41	Framingham	23,214	Park Department	8	23	....	....	....	7	7	2	4	....	....	....	....	....	....	1,500	2,758	12,858	M	41
42	Gardner	20,206	Greenwood Memorial Trustees	1	2	2	5	3	....	....	....	....	....	....	....	1	1	....	....	6,062	11,112	M*	42
			Park and Playground Department[1]	5	6	....	....	....	5	5	....	....	....	....	....	....	....	....	....	1,920	4,031	M	a
43	Greenfield	15,672	Playground and Recreation Commission	1	15	....	....	....	8	8	....	[10]1	....	....	....	....	....	....	....	2,831	4,500	M	43
44	Haverhill	46,752	Playground Department[2]	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	5,367	M	44
45	Hingham	8,003	Playground Commission	....	4	....	....	....	2	2	....	....	....	....	....	....	....	....	1,744	467	2,278	M	45
			Bathing Beach Trustees	1	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	619	869	M	a
46	Holyoke	53,750	Parks and Recreation Commission	16	23	2	....	....	13	13	3	....	....	....	....	1	3	5,164	11,526	30,809	M	46
47	Hopedale	3,113	Community House, Inc.	2	....	1	....	....	....	....	1	....	....	....	....	....	....	....	....	....	P	47
48	Lawrence	84,323	Department of Public Property and Parks	18	10	....	....	....	10	10	....	....	....	....	....	....	5	3,500	1,080	25,000	M	48
49	Lee	4,222	Highway and Park Department	2	2	....	1	1	2	....	....	1	....	....	....	....	....	200	500	1,400	M	49
50	Leominster	22,226	Playground Commission	2	14	....	6	....	4	4	....	....	....	....	....	....	3	....	3,714	7,440	M	50
51	Lexington	13,187	Park Department	....	7	....	....	....	2	2	....	....	....	....	....	....	1	....	1,224	4,793	M	51
52	Longmeadow	5,790	Park Commission	4	4	....	10	10	2	2	1	....	....	....	....	....	1	19	2,535	7,394	M	52
53	Lowell	101,389	Board of Park Commissioners	1	....	....	....	....	....	....	....	1	....	....	....	....	2	....	252	17,544	M	53
54	Lynn	98,123	Board of Park Commissioners	20	20	....	....	....	14	14	14	1	....	....	1	....	....	....	....	29,000	M	54
55	Mansfield	6,530	Town of Mansfield	1	1	....	....	....	2	2	....	....	....	....	....	....	....	....	500	650	M, P	55
56	Maynard	6,812	School Department	1	3	....	....	....	2	2	....	....	....	....	....	....	....	....	672	915	M	56
57	Medford	63,083	Board of Park Commissioners	6	8	....	....	....	7	7	7	1	....	....	....	....	....	....	5,544	13,687	M	57
58	Melrose	25,333	Park Department	1	8	....	....	....	9	8	....	1	....	....	1	....	....	....	2,476	[5]5,028	M*	58
59	Milton	18,708	Park Department	2	4	....	....	....	3	3	....	....	....	....	....	....	....	....	1,270	1,400	M	59
			Cunningham Foundation	1	....	1	....	....	1	1	1	....	1	....	....	....	1	....	....	....	P	a
60	Newton	69,873	Rebecca Pomroy House	....	10	1	....	12	1	1	1	....	1	....	....	....	....	....	3,222	4,519	P*	60
			Recreation Department[1]	31	51	3	500	750	21	4	7	4	....	....	....	....	....	974	38,138	88,756	M	a
61	North Adams	22,213	Recreation Commission	11	10	....	....	....	9	9	....	....	....	....	....	....	....	....	....	4,500	5,500	M	61
62	Northampton	24,794	Recreation Commission	9	8	....	....	....	7	7	....	....	....	....	....	....	1	1,702	5,897	11,819	M	62
63	Northbridge	10,242	Playground Committee	5	9	....	3	....	6	6	....	....	....	....	....	....	....	....	....	2,591	3,842	P	63
64	Norwood	15,383	Recreation Department[1]	13	13	....	....	....	9	9	....	1	....	....	....	....	1	....	....	5,158	15,970	M	64
65	Pittsfield	49,684	Department of Parks	8	7	1	....	....	8	7	1	1	....	....	....	....	1	....	....	6,000	10,000	M	65
66	Quincy	75,810	Park Department	15	25	....	....	....	21	21	....	3	....	....	....	....	....	....	....	5,436	44,177	M	66

the table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Mass.—Cont.																					
1	Reading	10,866	Recreation Commission	10	10	....	10	2	4	4	2	....	....	....	....	....	....	....	....	3,800	4,500	M	1
2	Salem	41,213	Park Board	4	31	....	....	....	15	15	....	13	....	1	....	....	1	....	....	5,049	11,934	M	2
3	Shirley	2,608	Recreation Commission	....	....	....	2	2	....	....	1	....	....	....	....	....	....	....	....	....	580	M, P	3
4	Somerville	102,177	Recreation Commission	30	37	6	....	....	27	15	3	....	....	....	....	....	....	....	....	26,214	34,326	M	4
5	Southbridge	16,825	School Department Swimming Pool Committee	7 4	11 1	....	....	....	5	5	....	....	....	....	....	....	....	1	....	1,593	2,477 2,500	M M	5 a
6	Springfield	149,554	Department of Recreation, Park Department	101	34	13	....	....	31	20	7	1	1	....	2	....	2	....	....	....	148,140	M	6
7	Stoneham	10,765	Board of Park Commissioners	3	5	....	....	....	5	5	....	....	....	....	....	....	....	....	1,100	2,215	3,480	M	7
8	Swampscott	10,761	Park Department	....	....	....	1	....	....	....	....	1	....	....	....	....	....	....	....	....	1,323	M	8
9	Swansea	4,684	Committee on Community Activities	....	2	....	25	50	5	5	3	....	....	....	....	....	....	....	103	422	800	P	9
10	Wakefield	16,223	Recreation Department[1]	4	6	....	....	....	7	7	2	1	....	....	....	....	....	....	....	1,200	1,750	M	10
11	Walpole	7,443	Park Department	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	453	M	11
12	Webster	13,186	School Department	6	5	....	....	....	5	5	....	1	....	....	....	....	....	....	....	1,300	1,380	M	12
13	Wellesley	15,127	Public Schools	....	7	....	....	....	3	3	....	....	....	....	....	....	....	....	....	851	950	M	13
14	Westboro	6,436	Forbes Field Trustees	....	1	....	....	2	1	1	1	....	....	....	....	....	....	....	....	160	175	M	14
15	Westfield	18,793	Playground Commission	8	2	1	....	....	2	1	....	....	....	....	....	....	....	....	....	2,818	11,255	M	15
16	West Springfield	17,135	Y. M. C. A. Parks and Playground Commission	3 6	4 7	....	6	10	1 6	1 6	1 6	....	1	....	1	....	....	....	1	....	....	P* 4,871	16 M	a
17	Whitinsville	6,090	Whitin Community Association	2	....	2	....	....	1	1	1	....	....	....	....	....	1	....	....	5,000	12,000	P*	17
18	Worcester	193,694	Parks and Recreation Commission	15	23	....	....	....	17	17	....	7	....	....	1	....	....	....	....	9,852	106,001	M	18
	Michigan																					
19	Albion	8,345	Recreation Association	4	7	1	46	10	4	4	1	2	....	....	....	1	....	....	....	3,950	5,500	M*	19
20	Allen Park	3,487	Recreation Commission	2	1	....	1	....	3	3	3	....	....	....	....	....	....	....	....	1,500	3,750	M	20
21	Alma	7,202	Community Center, Inc.	1	1	1	28	70	1	....	1	....	....	....	....	....	....	....	....	3,400	4,200	P*	21
22	Alpena	12,808	Parks Department	1	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	M*	22
23	Ann Arbor	29,815	Board of Education and Park Commission Dunbar Community Association, Inc.[15]	31 2	22 4	....	57 8	61 12	14	3	9 1	....	2	....	1	....	....	....	....	12,519 6,300	23,544 9,263	M, P* P*	23 a
24	Bad Axe	2,624	Community Council, Chamber of Commerce and City	1	2	....	3	4	1	1	....	....	....	....	....	....	....	....	....	450	600	M*	24
25	Battle Creek	43,453	Civic Recreation Department	20	25	4	4	3	10	10	2	1	....	....	....	3	....	....	....	28,044	46,200	M, P	25
26	Benton Harbor	16,668	Board of Education	4	1	....	3	1	4	4	1	1	....	....	....	....	....	....	....	1,950	2,325	M	26
27	Birmingham	11,196	Recreation Board City of Birmingham	3	6	....	....	6	4	4	1	....	....	....	....	1	....	....	....	1,916	3,495 9,274	M, P* M*	27 a
28	Caro	3,070	City Dads and Board of Education	2	1	....	....	....	1	1	1	....	....	....	....	....	....	....	1,600	800	2,800	M*	28
29	Coldwater	7,343	City of Coldwater	1	1	....	....	....	1	1	....	....	....	....	....	....	....	....	....	....	350	P	29
30	Crystal Falls	2,641	City, Township and Schools	5	1	....	....	....	2	2	1	1	....	1	....	....	....	....	....	....	2,419	M*	30
31	Dearborn	63,584	Recreation Department	68	93	3	20	10	19	19	17	....	2	....	....	5	1	....	10,000	62,622	102,693	M*	31
32	Detroit	1,623,452	Department of Parks and Recreation[1]	184	211	105	20	45	143	49	158	1	....	1	4	22	3	....	....	415,443	722,480	M*	32
33	Dickinson Co.[21]	28,731	County Road Commission	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	2,855	M	33
34	Dowagiac	5,007	Public Schools and Fitch Foundation	8	8	2	10	10	3	3	2	1	1	....	....	....	....	....	....	5,000	6,000	M, P*	34
35	East Grand Rapids	4,899	School Department	2	2	....	....	....	2	2	1	....	....	....	....	....	....	....	....	760	[3]760	M, P	35
36	East Lansing	5,839	City Council	2	3	....	1	1	2	1	....	....	....	....	....	....	....	....	....	1,500	1,769	M	36
37	Ecorse	13,209	Recreation Department[1]	15	8	....	3	....	6	4	5	....	....	....	....	....	....	....	5,000	5,000	11,500	M	37
38	Escanaba	14,830	Recreation Department	7	2	....	10	3	4	4	1	1	....	....	....	....	....	....	....	....	16,398	M	38
39	Ferndale	22,523	Recreation Department, School Board	12	3	1	1	1	8	8	2	....	....	....	....	....	....	....	....	....	16,485	M, F*	39
40	Flint	151,543	Recreation and Park Board	20	32	8	20	....	17	17	5	1	....	2	2	1	3	....	....	....	[3]39,842	M*	40
41	Gladstone	4,972	Recreation Board	2	1	....	12	4	2	2	....	1	....	1	....	....	....	....	....	1,335	5,695	M, P	41
42	Grand Rapids	164,292	Public Recreation Department[1]	74	46	....	....	....	15	15	1	....	....	....	....	....	6	....	500	18,576	21,726	M*	42
43	Grosse Pointe	6,179	Neighborhood Club Board of Education	1 7	1 5	1	2 3	....	1 6	1 6	1	....	1	....	....	....	1	....	....	3,650 3,800	7,783 3,800	P M	43 a
44	Hamtramck	49,839	Department of Recreation, School Board	18	7	[3]2[10]	....	....	7	7	6	....	....	....	....	2	....	....	4,500	22,560	28,010	M, F*	44
45	Harbor Beach	2,186	Board of Education	1	1	....	3	6	3	....	1	1	1	....	....	....	....	....	....	1,400	1,900	M	45
46	Hastings	5,175	Y. M. C. A. and Youth Council	1	6	....	1	....	3	3	1	....	....	....	....	....	....	....	....	....	....	M*	46
47	Highland Park	50,810	Recreation Department[1]	30	9	3	....	....	7	7	8	....	....	....	....	6	....	....	2,200	14,964	40,000	M	47
48	Holland	14,616	Recreation Commission	8	14	....	....	....	6	4	1	....	....	....	....	....	....	....	400	1,600	2,600	M	48
49	Inkster	7,044	Department of Recreation[1]	12	4	[12]1	10	2	5	5	1	....	....	....	....	....	....	....	....	2,279	2,962	M, P	49
50	Iron County[23]	20,243	County Park Trustees	1	1	....	....	....	....	....	....	2	....	....	....	....	....	....	5,395	495	7,465	M	50
51	Ironwood	13,369	Department of Public Works	4	2	....	....	....	6	6	1	1	....	....	....	....	1	....	....	....	7,000	M	51
52	Jackson	49,656	City Recreation Department[1] Ella W. Sharp Park Board	50	10	3	....	....	27	24	2	....	....	....	....	2	....	....	....	....	30,000 9,000	M, P P*	52 a
53	Kalamazoo	54,097	Department of Recreation[1] Golf Association	32 1	17 1	3	....	....	12	12	11	....	....	....	1	1	....	....	....	15,199 2,300	27,078 8,436	M* M*	53 a
54	Kent County[24]	246,338	County Park Commission	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	250	M	54
55	Keweenaw Co.[25]	4,004	County Park Trustees	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	4,279	M	55
56	Lansing	78,763	Park and Recreation Department[1] and School Board	43	37	3	9	11	21	21	8	....	1	3	1	....	1	....	....	18,145	63,748	M*	56
57	Manistee	8,694	Recreation Association	4	1	2	8	4	3	3	2	2	1	....	....	....	....	....	....	6,300	14,000	P	57
58	Marion	710	Township Unit School	1	1	....	6	6	1	1	1	1	....	....	....	....	....	....	....	....	400	M	58
59	Marquette	15,928	Recreation Department[2]	5	4	1	....	....	4	4	1	2	....	1	....	....	2	....	382	4,118	12,173	M	59
60	Melvindale	4,764	Recreation Commission[1]	3	5	....	1	....	4	4	2	....	....	....	....	....	....	....	....	2,309	2,309	M	60
61	Midland	10,329	Department of Parks and Recreation[1] and Community Center Board of Education	16 3	7 3	3	....	....	5 4	4	1 4	....	....	....	....	....	1	....	....	19,080 1,406	30,956 [3]1,406	M, P M	61 a
62	Monroe	18,478	Recreation Commission	30	20	....	15	....	13	10	6	....	....	....	....	1	....	....	....	....	....	M*	62
63	Mount Clemens	14,389	Department of Recreation	20	10	....	....	....	6	6	1	1	....	....	....	....	....	....	....	3,400	9,878	M*	63
64	Mount Pleasant	8,413	City Recreation Department[2] and Youth Center, Inc.	7	14	1	....	....	5	4	1	....	....	....	....	....	1	....	....	6,000	9,000	M, P	64
65	Muskegon	47,697	City Recreation Department[1]	38	16	3	16	9	9	7	13	2	3	....	....	1	....	....	16,000	13,157	32,842	M, P*	65
66	Muskegon Heights	16,047	Citizens Recreation Association[15] City Council	4 3	3	2	15	25	1	1	4	....	1	....	....	....	....	....	....	3,365 1,650	4,854 1,650	P* M	66 a
67	Niles	11,328	Recreation Board	2	4	....	3	....	6	5	1	....	....	[11]1	....	....	....	....	....	....	5,317	M	67
68	Otsego	3,428	Board of Education and City	1	1	....	....	....	2	2	....	....	....	....	....	1	....	....	....	160	320	M	68
69	Plainwell	2,424	Recreation Commission	1	1	....	....	....	1	1	1	....	....	....	....	....	....	....	....	305	924	M	69

Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support #	No. of City
	Mich.—Cont.																					
1	Pleasant Ridge	3,391	Ferndale-Pleasant Ridge Community Center	1	3	1	1	21	....	....	1	....	1	....	....	....	....	....	4,160	8,933	M, P*	1
			Recreation Department	1	1	....	....	....	1	1	....	....	....	....	....	....	....	....	665	1,665	M	a
2	Plymouth	5,360	Park Board and School Board	1	2	1	6	3	8	6	1	....	2	....	....	....	....	....	1,800	2,800	M	2
3	Pontiac	66,626	Recreation Department and Department of Public Works	30	30	3	....	....	7	7	....	....	....	2	....	....	....	4,000	25,000	36,260	M*	3
4	Port Huron	32,759	City Recreation Department[1]	6	6	....	....	....	12	10	2	2	....	....	....	1	1	200	8,765	10,015	M	4
5	River Rouge	17,008	Recreation Department[1]	8	2	2	....	....	6	6	3	....	....	....	....	1	....	....	10,300	14,300	M, P	5
6	River Rouge-Ecorse	30,217	Community Organization	5	5	3	2	3	5	5	5	....	1	....	....	....	....	....	6,000	8,000	M, P	6
7	Royal Oak	25,087	Recreation Department[1]	9	38	2	....	....	11	11	9	....	....	....	....	1	....	....	12,000	16,690	M*	7
8	Saginaw	82,794	Board of Education and Department of Public Works	20	22	....	....	....	15	15	11	....	....	....	....	....	....	....	....	46,000	M, F	8
9	St. Clair Shores	10,405	Recreation Commission	1	5	1	4	3	5	1	....	1	1	....	....	....	....	....	3,000	3,500	M	9
10	St. Joseph	8,963	Summer Recreation Department	2	3	....	....	....	2	2	....	1	....	....	....	....	....	....	2,062	2,224	M	10
11	Sault Ste. Marie	15,847	Youth Center Board	9	1	1	25	6	3	3	5	1	1	....	....	....	....	....	4,000	9,500	M	11
12	South Haven	4,745	Recreation Department, School Board	4	2	....	....	1	3	3	1	1	....	....	....	....	....	....	700	789	M*	12
13	Three Rivers	6,710	Recreation Committee	1	2	....	....	....	3	3	....	....	....	....	....	....	....	....	950	1,139	M*	13
14	Traverse City	14,455	Board of Education	1	1	....	....	....	2	....	2	3	....	....	....	....	....	....	2,500	3,000	M	14
15	Trenton	5,284	Department of Recreation	8	5	1	1	2	2	2	2	....	....	....	....	1	....	....	3,000	4,000	M	15
16	Warren Township		USO Council and Recreation Commission	8	10	....	....	....	10	10	1	....	....	....	....	....	....	....	4,412	4,412	M, P	16
17	Wayne	4,223	Department of Parks and Recreation	8	24	2	....	....	7	6	5	....	....	....	....	....	....	....	16,563	19,623	M, F*	17
18	Willow Run		Recreation Department, Board of Education	12	10	[13]3	....	1	5	3	2	....	....	....	....	....	....	1,000	5,800	8,000	F*	18
19	Wyandotte	30,618	Recreation Department[1]	47	20	2	1	....	9	9	5	....	....	....	....	....	....	4,338	12,927	19,641	M*	19
20	Ypsilanti	12,121	Recreation Commission[1]	12	9	....	....	....	6	6	6	....	1	....	....	3	....	....	6,925	8,000	M	20
			Carver Community Association[15]	2	2	1	4	8	1	1	1	....	....	....	....	....	....	....	3,324	5,100	M*	a
	Minnesota																					
21	Alexandria	5,051	Park Board	1	3	....	....	....	2	2	1	1	....	....	....	....	....	....	1,500	2,500	M	21
22	Anoka	6,426	Park Department	4	3	....	....	....	3	3	....	1	....	1	....	....	....	400	1,600	6,000	M	22
23	Austin	18,307	Recreation Department[1]	22	18	2	6	2	14	9	8	1	....	....	....	1	1	....	7,770	8,370	M	23
24	Bayport	2,633	Public School and City	2	1	....	1	....	2	....	3	1	....	....	....	....	....	....	....	....	M	24
25	Chisholm	7,487	Recreation Department[2]	7	....	1	....	....	3	3	1	....	....	....	....	....	....	....	3,953	5,786	M	25
26	Crookston	7,161	Park Board	2	....	....	....	....	1	1	1	....	....	....	....	....	1	....	....	1,000	M	26
27	Duluth	101,065	Park Department	6	....	1	....	....	7	....	7	4	....	....	2	....	....	....	....	60,242	M*	27
			Recreation Department	20	22	1	....	....	22	22	20	....	....	....	....	....	....	....	18,540	36,025	M	a
28	Ely	5,970	Recreation Department[1]	1	8	2	2	2	4	4	1	1	....	....	....	....	....	....	5,037	5,981	M	28
29	Faribault	14,527	Recreation Board	1	4	1	2	3	5	4	1	1	....	....	....	....	....	....	2,100	3,000	M	29
30	Fergus Falls	10,848	City Park Department	2	2	....	2	2	3	3	2	2	....	1	....	....	....	300	800	4,400	M*	30
31	Hibbing[16]	16,385	Recreation Department[2]	11	12	4	....	....	10	10	1	1	....	....	....	....	....	900	....	47,700	M, P*	31
32	Hopkins	4,100	Public Schools	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	425	P	32
33	International Falls	5,625	Recreational Board	4	4	[11]1	....	....	....	....	2	1	....	....	....	1	....	....	2,000	4,000	M	33
34	Kasson	1,230	Park Board	1	2	....	....	....	....	....	....	....	....	....	....	....	1	....	....	780	1,500	M*	34
35	Lindstrom	637	Recreation Volunteer Association	1	1	....	15	20	2	1	1	1	....	....	....	....	....	....	....	250	450	P	35
36	Litchfield	3,920	City Council	....	1	....	2	2	....	....	....	1	....	....	....	....	....	....	....	125	325	M	36
37	Little Falls	5,047	Park Committee	2	2	....	....	....	3	3	....	1	....	1	....	....	....	....	....	1,041	4,242	M	37
38	Luverne	3,114	City of Luverne	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	817	M	38
39	Madison		City of Madison	2	2	....	....	....	1	1	....	....	....	....	....	....	1	1,000	700	2,275	M*	39
40	Minneapolis	492,370	Board of Education	17	19	....	....	12	19	19	19	....	....	....	....	1	....	....	9,169	10,344	P	40
			Board of Park Commissioners	115	66	25	91	209	37	32	8	9	2	....	5	....	2	500	76,059	353,732	M, P*	a
41	Moorhead	9,491	American Legion Auxiliary	....	1	....	....	....	1	1	....	....	....	....	....	....	1	....	52	68	P	41
42	Moose Lake	1,432	Board of Education	....	1	....	....	....	1	1	1	....	....	....	....	....	....	....	450	450	M	42
43	Mountain Iron	1,492	School District	2	1	....	....	....	3	2	3	....	....	....	....	1	....	....	....	1,000	M	43
44	Nashwauk	2,228	Board of Education	1	1	....	....	2	2	2	1	....	....	....	....	1	....	....	400	750	M	44
45	North St. Paul	3,135	Public Schools	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	300	300	M	45
46	Olivia	1,788	Recreation Committee	....	2	....	....	....	1	1	1	....	....	....	....	1	....	....	600	675	M	46
47	Park Rapids	2,643	School District No. 1 and Village Council	1	1	....	....	....	2	2	....	1	2	....	....	....	....	5,000	720	5,720	M	47
48	Pipestone	4,582	City of Pipestone	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,550	M*	48
49	Red Wing	9,962	Board of Public Works	2	3	....	....	....	1	1	1	....	....	....	....	....	1	2,118	975	6,842	M*	49
			School District	4	5	....	....	....	4	....	....	....	....	....	....	....	....	....	510	568	M	a
50	Rochester	26,312	Recreation Committee	14	17	2	....	....	10	10	1	....	....	....	....	1	1	....	11,615	12,516	M, P*	50
51	St. Cloud	24,173	Recreation Board[3]	4	....	1	....	....	3	2	2	2	1	....	....	....	....	580	3,948	5,850	M*	51
52	St. Paul	287,736	Bureau of Playgrounds, Department of Parks and Public Buildings	10	22	21*	25	30	21	5	15	1	....	....	3	....	1	6,500	49,502	117,962	M	52
53	Sauk Centre		City of Sauk Centre	1	....	....	1	1	1	1	....	1	....	....	....	....	....	....	175	200	M	53
54	South St. Paul	11,844	Recreation Department[1]	2	6	....	....	....	5	5	2	....	....	....	....	....	1	....	2,017	[17]17,377	M*	54
55	Springfield	2,361	Public School and City	1	1	....	....	....	1	1	....	....	....	....	....	....	1	....	600	750	M*	55
56	Tyler	1,005	Youth Center Board	....	1	....	....	....	....	....	1	....	....	....	....	....	....	500	....	[3]500	M*	56
57	Virginia	12,264	Recreation Commission	2	2	4	....	....	5	5	1	1	....	....	1	....	....	....	7,000	39,510	M	57
58	Wabasha	2,368	Park Department	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	535	M	58
59	Wells	2,217	Park Board	....	....	....	....	....	....	....	....	....	....	1	....	....	1	....	....	....	M	59
60	West St. Paul	5,733	Recreation Board	1	1	1	16	24	1	....	2	....	1	....	....	....	....	1,285	1,805	5,270	M, P	60
61	Windom	2,807	City Council	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	300	M	61
62	Winona	22,490	Recreation Department[1]	17	12	4	1	27	8	6	5	1	....	....	....	....	....	700	8,661	14,000	M	62
63	Worthington	5,918	School Board, Y.M.C.A. and Red Cross	3	1	....	4	6	3	3	1	1	1	....	....	....	....	....	....	....	M, P	63
	Mississippi																					
64	Biloxi	17,475	Recreation Department[1]	5	5	[12]3	9	4	4	....	2	....	....	....	....	....	....	2,696	2,490	6,367	M, F	64
65	Hattiesburg	21,026	Recreation Association	....	4	....	....	....	4	4	....	....	....	....	....	....	....	....	500	[3]500	P	65
66	Jackson	62,107	Park Recreation Department	....	10	2	....	....	7	6	1	1	....	....	[11]1	....	1	6,250	5,000	14,250	M*	66
67	Pascagoula	5,900	Recreation Commission	7	6	[12]8	25	18	3	....	5	1	....	....	....	....	....	1,500	8,526	11,852	M, F	67
68	West Point	5,627	Band Parents Club	....	1	....	....	....	....	....	1	....	....	....	....	....	1	....	....	1,800	M, P*	68
	Missouri																					
69	Carthage	10,585	Park Board	....	....	....	....	....	....	....	....	....	....	1	....	....	1	....	....	14,627	M*	69
70	Chillicothe	8,012	Schools and City	....	1	....	2	....	2	2	2	1	....	....	....	....	....	....	445	[3]445	M, P	70
71	Clayton	13,069	Park Board	....	....	....	....	....	....	....	....	....	....	....	....	....	1 2	....	....	22,000	M*	71

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support[14]	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Missouri—Cont.																					
1	Columbia	18,399	Recreation Commission	16	4	2	5	11	3	3	4	....	....	....	....	....	2	....	5,351	16,534	M*	1
2	Fayette	2,668	Park and Pool Department	....	1	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,300	M*	2
3	Flat River	5,401	Public School	1	1	....	....	....	1	1	1	....	....	....	....	....	....	....	690	790	M	3
4	Hannibal	20,865	Board of Education	5	1	....	....	....	6	6	....	....	....	....	....	....	....	....	....	2,600	M	4
5	Jefferson City	24,268	City Park Board	7	8	....	....	....	8	8	....	....	1	[3][12]	....	1	[3][11]	....	4,850	5,417	M, P	5
6	Kansas City	399,178	Recreation Division, Welfare Department	64	95	27	12	16	70	52	20	....	2	....	....	....	....	18,199	94,893	178,031	M	6
7	Maplewood	12,675	City of Maplewood	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	16,478	M*	7
8	Maryville	5,700	County Child Welfare Advisory Board	1	1	....	5	10	1	1	1	....	....	....	....	....	....	....	273	273	M	8
9	Neosho	5,318	City Manager	1	1	....	....	....	4	....	....	....	....	1	....	....	....	....	....	3,000	M	9
10	North Kansas City	2,688	City Council	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	M	10
11	Richmond Heights	12,802	Playground Committee	4	4	....	....	....	1	1	1	....	....	....	....	....	....	....	....	2,300	M	11
12	St. Joseph	75,711	Board of Park Commissioners	10	2	....	....	....	....	....	....	....	....	....	....	1	2	1,757	4,523	20,265	M*	12
13	St. Louis	816,048	Division of Parks and Recreation, Department of Public Welfare	76	77	40	....	....	32	32	10	....	....	1	1	7	2	39,899	122,381	451,416	M	13
			Board of Education	105	230	....	190	140	72	72	40	....	....	....	....	5	....	....	75,000	[15]75,000	M	a
14	Webster Groves	18,394	School District	2	6	....	....	1	6	6	....	....	....	....	....	....	....	....	....	2,203	M	14
	Montana																					
15	Anaconda	11,004	Board of Recreation	4	5	1	78	24	5	4	2	....	....	....	....	....	1	....	2,850	4,965	M, P	15
16	Bozeman	6,665	City Recreation Board	6	6	....	5	10	2	2	2	....	....	....	....	....	1	....	....	6,500	M	16
17	Missoula	18,449	City Park Department	2	3	....	....	....	....	....	....	....	....	....	....	....	1	....	....	2,167	M	17
18	Shelby	2,538	City of Shelby	....	1	....	....	....	....	....	....	1	1	....	....	....	1	....	....	420	M	18
19	Sidney	2,978	Recreation Council	1	....	....	....	....	1	1	1	....	....	....	....	....	1	....	730	1,330	P	19
20	Whitefish	2,602	City Council	....	....	....	....	....	....	....	....	1	....	[3][11]	....	....	....	....	....	200	M	20
	Nebraska																					
21	Beatrice	10,883	Park Board	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	M*	21
22	Blair	3,289	Board of Park Commissioners	2	1	....	6	3	....	....	....	....	....	....	....	....	1	600	1,200	2,900	M*	22
23	Gering	3,104	Park Commission	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,850	M	23
24	Grand Island	19,130	City Recreation Department	5	9	....	....	....	6	6	3	....	1	....	....	....	1	....	7,747	10,250	M*	24
25	Hastings	15,105	Recreation Commission	10	25	10	....	....	7	7	6	....	....	....	....	....	....	....	20,104	34,401	M P F*	25
26	Holdrege	3,360	City Recreation Committee and Teen Center Committee	1	....	....	2	....	1	1	1	....	....	....	....	....	1	....	250	1,100	M, P	26
27	Lincoln	81,984	Recreation Board	21	50	4	....	....	18	18	3	....	....	....	....	1	....	....	18,500	23,500	M*	27
			City Recreation Department	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	17,500	M*	a
28	Omaha	223,844	Department of Recreation[3]	10	14	19	10	25	8	8	7	....	....	....	....	1	....	2,000	24,000	32,500	M*	28
			Park Department	....	....	....	....	....	....	....	....	....	1	....	4	1	1	....	....	29,500	M*	a
29	Pawnee City	1,647	Park Committee	1	2	....	....	....	....	....	....	....	....	....	....	....	1	....	1,200	1,700	M*	29
30	Sidney	3,388	Park Department	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,250	M	30
31	Wayne	2,719	City of Wayne	....	1	....	....	....	1	1	....	....	....	....	....	....	....	....	....	....	M	31
	Nevada																					
32	Reno	21,317	Recreation Commission	10	1	[12]2	7	8	....	....	1	....	....	....	....	....	....	29,525	3,521	35,229	M*	32
			City Engineering Department	2	4	....	....	....	....	....	....	....	....	....	....	....	1	....	4,173	6,649	M*	a
33	Washoe County[16]	32,476	Board of County Commissioners	1	1	1	....	....	....	....	....	....	....	....	....	1	....	3,000	1,620	12,410	M*	33
	New Hampshire																					
34	Berlin	19,084	Parks and Playgrounds Board	2	4	....	....	....	5	5	....	....	....	....	....	....	....	....	....	1,000	1,200	M	34
35	Charlestown	1,200	Recreation Center Board	1	....	....	2	10	....	....	1	....	....	....	....	....	....	....	....	100	250	P	35
36	Claremont	12,144	Goodwin Community Center Commission	1	1	[12]2	75	175	....	....	1	....	....	....	....	....	....	14,386	2,998	21,147	M, P*	36
37	Concord	27,171	Playground Department[1]	18	8	1	....	....	10	10	....	1	....	....	....	....	8	....	7,630	11,805	M	37
38	Dover	14,990	Park Department	2	5	....	....	....	4	4	....	1	....	....	....	....	1	....	....	....	M, F	38
39	Franklin	6,749	Park Commission	3	1	....	6	....	1	1	....	2	....	....	....	....	1	....	....	2,750	M, P	39
40	Manchester	77,685	Parks and Playgrounds Department[1]	22	21	....	....	....	13	13	....	2	1	....	....	....	2	....	....	8,228	M	40
41	Nashua	32,927	Park-Recreation Commission	5	6	....	....	....	5	5	....	1	....	....	....	....	....	....	2,739	6,084	M	41
42	Pittsfield	1,300	School District	1	1	....	....	....	1	1	....	....	....	....	....	....	....	....	325	1,115	M	42
43	Portsmouth	14,821	School Department	8	26	....	....	....	11	11	3	....	....	....	....	....	....	....	5,403	5,925	M	43
44	Winchester	900	Playground Board	1	1	....	....	....	2	2	....	....	....	....	....	....	1	....	450	600	M	44
	New Jersey																					
45	Asbury Park	14,617	West Side Community Center[15]	1	3	2	14	21	3	3	3	....	1	....	....	....	1	....	4,860	6,751	M, P	45
46	Atlantic City	64,094	Department of Public Affairs	7	12	2	10	15	9	9	4	[4]11	....	....	....	....	....	2,756	....	19,227	M	46
47	Audubon	8,906	Grade School P.T.A.	....	2	....	....	....	2	2	....	....	....	....	....	....	....	....	200	250	M, P	47
48	Bayonne	79,198	Department of Parks and Public Property	3	5	....	....	....	4	3	....	....	....	....	....	....	....	....	5,500	8,500	M	48
49	Belleville	28,167	Recreation Department	11	7	1	2	1	7	6	2	....	....	....	....	....	....	....	8,511	11,102	M	49
50	Bernardsville	3,405	Playground Committee	....	1	....	....	10	1	1	....	....	....	....	....	....	....	....	....	....	P	50
51	Bloomfield	41,623	Board of Recreation Commissioners	19	9	5	24	....	12	10	5	....	....	....	....	....	....	1,550	16,150	23,500	M	51
			World War Memorial Association	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	300	3,950	P*	a
52	Caldwell	8,390	Board of Education	3	4	....	....	....	3	3	....	....	....	....	....	....	....	....	....	1,200	1,421	M	52
53	Camden	117,536	Department of Parks and Public Property	1	30	....	....	....	20	20	....	....	....	....	....	....	....	....	....	6,591	9,557	M	53
54	Camden County[13]	255,727	Y.M.C.A.	6	4	....	40	....	5	5	7	....	2	....	....	....	2	....	....	....	2,805	P*	54
55	Carteret	11,976	Children's Welfare Organization	7	3	....	10	....	2	2	2	....	....	....	....	....	....	....	3,000	4,529	M	55
56	Collingswood	12,685	Borough Commission	1	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,500	M	56
57	Cresskill	2,246	P.T.A., Board of Education, Mayor and Council	....	3	....	....	24	1	1	....	....	....	....	....	....	....	....	360	460	M, P	57
58	Dover	10,491	Recreation Commission	1	....	....	....	....	1	1	....	1	....	....	....	....	....	....	....	2,035	M	58
59	East Orange	68,945	Board of Recreation Commissioners	9	14	1	20	50	5	....	11	....	....	....	....	....	....	6,000	15,744	53,988	M	59
60	Elizabeth	109,912	Board of Recreation Commissioners	50	45	6	....	....	19	12	11	....	....	....	....	....	....	43,500	23,745	105,639	M	60
61	Englewood	18,966	Recreation Commission	17	8	....	25	15	5	5	9	....	....	....	....	....	....	....	5,074	6,708	M	61
			Social Service Federation	3	3	4	2	6	....	....	2	....	....	....	....	....	....	....	6,561	7,675	P	a
62	Essex County[13]	837,340	County Park Commission	17	18	1	....	....	28	28	....	....	....	4	1	1	....	....	12,445	167,826	M*	62
63	Fair Lawn	9,017	Recreation Commission	2	7	....	8	2	4	4	....	....	....	....	....	....	....	600	2,100	3,200	M	63
64	Fanwood	2,310	Recreation Association	....	1	....	....	....	1	1	....	....	....	....	....	....	....	650	350	1,000	P	64
65	Glen Ridge	7,331	Playground Committee	1	3	....	10	12	3	3	....	....	....	....	....	....	....	300	760	1,840	M, P	65
66	Gloucester City	13,692	Playground Association	1	1	....	20	50	4	2	2	1	....	....	....	....	1	1,650	500	2,500	M, P	66
67	Hackensack	26,279	Board of Education and City Council	12	9	....	....	....	7	....	....	....	....	....	....	....	....	....	5,256	6,000	M	67
68	Hackettstown	3,289	Board of Education	1	....	....	....	1	1	1	....	1	....	....	....	....	....	....	....	....	M	68

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support[#]	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	New Jersey—Cont.																					
1	Haddon Township	9,708	Township of Haddon	1								1								1,079	M*	1
2	Hammonton	7,668	Park Commission	2					1			2								271	662	M	2
3	Harrison	14,171	Recreation Commission	4	3	4			3											8,168	9,268	M	3
4	Hillside	18,556	Recreation Board	3	4	1	3	4	1	1	2			1						2,167	3,078	M	4
5	Irvington	55,328	Department of Public Recreation	20	9	4	89	97	6	4	2									14,113	20,565	M*	5
6	Jersey City	301,173	Department of Recreation Department of Recreation, Board of Education	62 49	70 16	70 4			42 19	42	14 13						6 3		85,000 6,000	90.000 62,000	265,000 72,000	M M	6 a
7	Keansburg	2,904	Parent Teacher Association	1	1			12	1										400	250	650	P	7
8	Kearny	39,467	Board of Recreation Commissioners	10	9	3	4	4	9	9	1			1						14,500	35,700	M	8
9	Lambertville	4,447	Community Center Association	1	1				1	1		1								450	541	P	9
10	Leonia	5,763	Playground Committee	1	5		2	3	1	1										675	941	M	10
11	Linden	24,115	Board of Recreation Commissioners	26	10	2			11	11	4									6,500	18,500	M	11
12	Livingston	6,100	Recreation Commission	9	10	1	77	39	5	5	2			1						3,658	8,000	M	12
13	Long Branch	17,408	Department of Parks and Beaches									6									20,000	M	13
14	Madison	7,944	Recreation Commission	1	1				1	1	1										4,945	M	14
15	Manville	6,065	Parks and Playgrounds Committee	2					1	1										2,028	190	3,019	M	15
16	Maplewood	23,139	Community Service Bureau of Public Works	3 4	1 6	1					1 2										4,000 1,650	6,000 1,650	M, P* M	16 a
17	Maywood	4,052	Department of Parks	1					1	1											300	500	M	17
18	Merchantville	3,679	School Board	1					1	1											210	300	P	18
19	Middlesex County[44]	217,077	County Board of Freeholders	1					2													900	M	19
20	Millburn	11,652	Department of Public Recreation[1]	10	10	2	20	22	5	4	8	1						1	3,600	6,300	12,570	M	20
21	Montclair	39,807	Department of Parks and Public Property, Public Recreation Division	62	40	[45]2	6	22	12	8	11		1						738	11,762	16,004	M	21
22	Moorestown	7,797	Recreation Commission	2	2	3	12	74	4	4	3						1			5,760	15,961	M*	22
23	Morristown	15,270	Recreation Department[1]	9	4	1	5	2	6	3	4							1		5,753	8,324	M	23
24	Newark	429,760	Recreation Department, Board of Education	304	276	97	1000	1000	53	13	53									234,202	295,924	M, F*	24
25	New Brunswick	33,180	Playground Committee, Department of Parks and Public Property	6	5				4	4	1									2,800	3,800	M	25
26	North Plainfield	10,586	Recreation Commission	4	4				4	4	1									1,720	2,000	M	26
27	Nutley	21,954	Recreation Division, Department of Public Affairs	8	7		10	12	4	4	1									3,780	7,015	M	27
28	Ocean City	4,672	Municipal Playground Board Department of Public Safety	2	4	2	4	4	2	1	4	22								4,835	8,000 23,000	M M	28 a
29	Orange	35,717	Department of Parks and Public Property	14	14	1	7	4	6	2	2									7,920	37,920	M	29
30	Passaic	61,394	Recreation Department	22	16	5			8	8	7						1			16,800	21,900	M	30
31	Passaic County[46]	309,353	County Park Commission	8		[45]1			2	2		1			[47]1					[3]3,857	M*	31
32	Paterson	139,656	Board of Recreation	25	40	1			24	24										18,720	22,220	M	32
33	Perth Amboy	41,242	Recreation Department	13	21	6			12	12	6	2								16,959	26,959	M	33
34	Pitman	5,507	Youth Council	3	3		4	2	2	2										600	800	P	34
35	Plainfield	37,469	Recreation Commission	20	11	1			7	7	2								2,484	9,622	15,064	M*	35
36	Prospect Park	5,714	Welfare Department	1	1				1	1											200	M	36
37	Radburn	1,600	Radburn Association	5	6	1			8	2								2		5,889	14,840	M	37
38	Rahway	17,498	Board of Recreation Commissioners	14	10				5	5	3									3,700	6,700	M	38
39	Ramsey	3,566	Borough of Ramsey	3	3			3	2	2	2	1	1					1		900	1,500	M*	39
40	Red Bank	10,974	Community Recreation Council	2	7				6	4	2	2	1							3,004	4,243	M, P*	40
41	Ridgefield Park	11,277	Board of Recreation	1	1		6	2	4	4	1		1							500	3,714	M	41
42	Roxbury Twnshp.[48]	5,100	Board of Education	1	1				3	3		1								450	450	M	42
43	Runnemede	2,835	Civic Association	1			100	200	1	1	1									400	550	M, P	43
44	Somerville	8,720	Park and Playground Commission	3	3				4	4	1									2,147	6,757	M	44
45	South Orange	13,742	Board of Recreation Commissioners	4	3	1			3	3								1		4,400	10,400	M	45
46	South Orange-Maplewood	36,881	Board of Education	30	2				9								1			1,218	1,886	M*	46
47	Summit	16,165	Board of Recreation	19	16	2	10	19	6	4	5								763	10,672	25,405	M*	47
48	Teaneck	25,275	Department of Recreation[2]	14	12	1	4	1	12	12	2									7,818	9,818	M	48
49	Tenafly	7,413	Playground Committee	1	5		1		4	4										600	1,000	M	49
50	Trenton	124,697	Department of Parks and Public Property Public Schools	21 12	37 13	3			20	20	2	1	2				6	1		17,944	44,792	M M	50 a
51	Union	24,730	Department of Parks and Playgrounds	9	18	3	4	10	10	10	2									2,100	6,829	12,077	M	51
52	Union County[49]	328,344	County Park Commission	46	41	5	336	104	17	17				7	[47]1		2		2,226	27,950	129,288	M*	52
53	Verona	8,957	Board of Education	3	3				2	2				1						1,460	1,587	M	53
54	Westfield	18,458	Community Center		2	2	2	7			1			1						2,575	3,587	F	54
55	West Orange	25,662	Department of Parks and Public Property	15	20	1	5	4	6	2	1									6,325	17,228	M	55
56	Woodbury	8,306	Board of Park Commissioners	3	5				4	4	1									[3]546	[1]1,014	M	56
57	Wood-Ridge	5,739	Board of Education	2	1				1		1									1,500	2,000	M*	57
	New Mexico																						
58	Albuquerque	35,449	City Recreation Board[1] Board of Education	3 12	8 8	4	11 2	14	2 13	6	2 4									8,350 2,978	9,030 [3]2,978	M, P* M	58 a
59	Carlsbad	7,116	Recreation Association	2	6		50	50	5	5		1								1,344	1,398	P	59
60	Clovis	10,065	Youth Service Organization	1	1		3	10	2	2	1							1		1,350	[1]1,350	M, P	60
61	Roswell	13,482	Roswell and Chaves County Recreation Council	1	1	1	1	4			3									2,200	2,324	M, P	61
	New York																						
62	Albany	130,577	Department of Recreation, Board of Education	31	45	1			20	18	8							5		3,500	16,500	20,000	M*	62
63	Amityville	5,058	Board of Education and Village Trustees	1	2				1	1		1									400	525	M	63
64	Amsterdam	33,329	Recreation Department[2]	6	12				6	6	6							3				6,000	M	64
65	Auburn	35,753	Recreation Commission	26	20		10	10	11	11	3									2,000	7,500	15,000	M	65
66	Batavia	17,267	Board of Education and City	2	5				5	5											1,640	2,140	M, P	66
67	Beacon	12,572	Board of Education	2					1	1										615		615	M	67

the table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	New York—Cont.																					
1	Binghamton	78,309	Municipal Recreation Commission	21	44				20	15	10								8,800	10,975	M	1
			The Interracial Association[15]	1	2	3	4	5			1		1					4,400	[3]4,400	P	a
			Department of Parks	4	26				14	10		4			1					M	b
2	Briarcliff Manor	1,830	Park Department														1			3,300	M	2
3	Buffalo	575,901	Division of Recreation, Department of Parks	76	27	54			28	28	9	1	2	2		9		145,836	310,007	M	3
			Board of Education	56	38				47	47					12			36,778	46,660	M	a
4	Canajoharie	2,577	Community Youth Center, Inc.	1	1		5	5	1	1	1							35,000	750	35,750	P	4
5	Canton	3,018	Lions Club, Village and School Board	1	1				1	1		1							325	425	P	5
6	Corning	16,212	Board of Public Works	3	1				4	4							1	9,022	1,005	10,027	M	6
7	Cortland	15,881	Recreation Commission	3			1	1	4	1	6									5,900	M	7
8	Dobbs Ferry	5,883	Park and Recreation Commission	1	3	2	5	6	2	1	2							3,700	5,750	9,450	M, P	8
9	East Aurora	5,253	Mothers' Club	1	1				1	1	1								376	486	M	9
10	Eastchester[31]	23,492	Recreation Commission[1]	5	37	1	9	55	9	4	4							549	8,217	13,275	M*	10
11	East Syracuse	4,520	Civic Playground Association	3	2				3	3	1								960	1,085	M	11
12	Elmira	45,106	Recreation Department	1	16	1			8	8									3,400	3,652	M	12
13	Fairport	4,644	Town Board		2				1	1									418	718	M	13
14	Fort Plain	2,770	Board of Education	1	2				1	1	1								400	475	M	14
15	Glens Falls	18,836	Recreation Commission	22	20	7	270	117	10	6	4	1	1					2,433		18,452	M	15
16	Gloversville	23,329	Board of Education	2	5				3	3							1		2,050	3,660	M	16
17	Goshen	3,073	Board of Education and Village Board	1					1	1	1		1						200	250	M	17
18	Great Neck	6,167	Board of Education	11	10				6	3	3		1						5,300	6,200	M	18
19	Groton	2,087	Board of Park Commissioners														1		127	135	M	19
20	Hamilton	1,790	Recreation Commission	1	2				1	1		1						900	400	1,300	M	20
21	Hartsdale	3,500	Youth Council	1	1		4	30			2							500	200	850	P	21
			Public Schools	1	1				1	1	1								300	400	M	a
22	Hastings-on-Hudson	7,057	Recreation Commission	4	5	1			3	2	2		1				1		6,450	6,850	M	22
23	Herkimer	9,617	Recreation Commission	2	10				3	3							1		2,600	3,200	M	23
24	Huntington		Township Recreation Association	1	1		75	125	2	2	1								700	1,100	P*	24
25	Irvington	3,272	Park Department	1	1				2	2		1							417	[3]417	M	25
26	Ithaca	19,730	South Side Community Center[15]	2	1	[12]1					1								1,376	1,583	M, P*	26
			Park Department, Board of Public Works	3								1		1					977	5,148	M	a
			Board of Education	7	14		2	4	5	5	1		1					225	5,230	5,884	M	b
27	Johnson City	18,039	Board of Education	2	1				1	1									475	[3]475	M	27
28	Kingston	28,589	Recreation Department	5	16	3	4	2	9	9	1								8,385	8,385	M	28
29	Lake Placid	3,136	Highway Department	3	1				1	1	1	1								8,393	M	29
30	Liverpool	2,500	Public Safety Committee		4				1	1									241	427	P, F	30
31	Lockport	24,379	City Park Board	3	3				7	7									2,000	2,500	M	31
32	Lyons	3,863	Community Center, Inc.	1		[12]1	25	60			2							8,271	788	9,966	P	32
33	Malone	8,743	Board of Education		7				3	3									600	900	M	33
34	Mamaroneck	13,034	Village Manager and Park Commission	1								1							720	1,200	M	34
35	Manhasset	13,065	Public Schools	2	5				3	3									1,180	1,217	M	35
36	Massena	11,328	Board of Education, Village Town Boards	3	5		2	2	3	3	3	1							1,100	1,300	M, P	36
37	Middletown	21,908	Recreation Commission	8	10				6	6	1								4,000	9,500	M	37
38	Monroe County[38]	438,230	Child Care Section, County War Council	3	7		6	30	8	8	5										F	38
39	Mount Kisco	5,941	Recreation Commission	2	3		2	5	3	2	1		1						1,200	1,800	M	39
40	Mount Vernon	67,362	Recreation Commission	35	27	3			17	4	14								18,998	34,410	M	40
																			420	500	M	41
41	Newark	9,646	Board of Education	1	2				1	1										6,000	M, P*	a
			Community Center, Inc.	2	4	1	5	15	1	1	1								3,200			
42	Newburgh	31,883	Recreation Commission	10	16	2	75	30	6	5	1						1	986	8,396	26,608	M	42
43	New Rochelle	58,408	Recreation Commission	46	6	8			14	1	11	1							25,458	34,894	M	43
44	New York City	7,454,995	Department of Parks	467	318	485			491		115	6	4		10	9	17		1,008,600	2,320,000	M	44
			Board of Education [51]	2164		9			321	204	247					32			784,683	831,999	M	a
			Police Athletic League	7	17	24			56	56	11									104,136	P	b
45	Niagara Falls	78,029	Community Center Association[15]	1	2	3	4	6			3								5,320	6,909	P*	45
			Recreation Division[1], Bureau of Parks	17	43	4			21	21	6		1	1	1		1	8,476	28,106	98,058	M	a
46	Northport	3,093	Recreation Committee	2	1		6	34	1	1	1		1						725	850	P	46
47	North Tarrytown	8,804	Recreation Department[1]	2	4	1			4	4	1							4,000	3,100	8,000	M	47
48	North Tonawanda	20,254	Department of Recreation[2]	24	8	4	3	1	22	18	4		1			1			16,000	24,113	M	48
49	Norwich	8,694	Park Commission	5	1				1	1		1							1,130	1,469	M	49
50	Ogdensburg	16,346	War Council Recreation Committee		4		16	9	5	2	1							200	785	1,800	P	50
51	Olean	21,506	Board of Education	2													1		407	1,481	M*	51
52	Oneonta	11,731	Recreation Commission	3	3		5	5	5	5			1			1	1		750	1,000	M	52
53	Onondaga County[39]	295,108	Park and Regional Planning Board	1	2		12		1	1			2				2		1,071	2,690	M	53
54	Ossining	15,996	Recreation Commission	28	11	3	48	65	6	6	1							1,142	9,204	12,887	M	54
55	Oswego	22,062	Recreation Commission	10	5		3		6	5	3	1						2,100	2,900	7,629	M	55
56	Patchogue	7,181	Park Committee, Village Trustees	3								1							805	2,759	M	56
57	Peekskill	17,311	Board of Education	5	14				5	5	1	1	1		1	1			3,523	3,854	M	57
58	Pelham	1,918	Board of Education	4	1				2	1									1,067	1,067	M, F	58
59	Plattsburgh	16,351	Board of Education	1	3				1	1									330	1,185	M	69
			Park and Beach Commission									1								4,972	M*	a
60	Port Chester	23,073	Recreation Commission	29	15	1	56	42	10	4	3								6,629	8,238	M	60
61	Potsdam	4,821	Board of Education	1	5		25	15	4	4									800	2,000	M	61
62	Poughkeepsie	40,478	Board of Public Works	3	1									1			2		1,920	11,797	M	62
			Catharine Street Community Center[15]	1	1	1	5	55			1								2,736	4,246	P	a
			Lincoln Center[15]	5	4	1		70	1		2								6,648	12,505	P*	b
63	Purchase	750	Purchase Community, Inc.	1	4	1	3	2			1								1,637	9,356	P*	63
64	Rochester	324,975	Park Bureau, Department of Public Safety	42	33	45			24	6	1	1	2		3	1	3		77,698	225,000	M	64
			Department of Health and Physical Education, Board of Education	286	109				20	20	10					8			12,873	[3]12,873	M*	a
65	Rockville Center	18,613	Park Department	2	3			3	3	3										4,000	M	65
66	Rome	34,214	Department of Recreation, Board of Public Works	20	10	2	3	4	9	7	4						3	7,000	13,259	21,729	M	66
67	Schenectady	87,549	Department of Parks and Recreation[2]	53	39	3	75	10	11	6	3						5	3,100	28,865	38,040	M	67
			Municipal Golf Commission												1					27,249	M	a

Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support [#]	No. of City
	New York—Cont.																					
1	Seneca Falls	6,452	Recreation Committee	2	1				2	2									800	1,300	M	1
2	Southampton	3,818	Village Board								1									1,040	M	2
3	Syracuse	205,967	Dunbar Association, Inc.[15]; Municipal Recreation Commission and Parks Department	4 32	4 93	5 10	12	36	1 29	1 23	1 17		1		2			9		10,467 46,240	15,020 110,640	P M	3 a
4	Tarrytown	6,874	Recreation Commission	2	6	1	6	18	3	3	1									3,000	4,600	M	4
5	Troy	70,304	Recreation Department[1]	19	27	2			9	9								1			30,611	M	5
6	Utica	100,518	Department of Recreation[1]	94	75	1	85	20	15	15	8							2	14,944	22,098	50,359	M	6
7	Walden	4,262	Recreation Association, Inc.	2	1		55	1	2	2	1								500	150	1,650	P	7
8	Walton	3,697	Village Board	1														1				M	8
9	Warsaw	3,554	Park Committee, Village Board		2													1			1,177	M*	9
10	Watertown	33,385	Municipal Recreation Department	20	21	1	161	292	9	9	2							2		12,855	22,850	M	10
11	Watervliet	16,114	Playgrounds and Recreation Centers Department	5	38				4	4										1,400	2,100	M	11
12	Westchester Co.	573,658	County Park Commission[58]; County Recreation Commission	4 67	56	4 4	146	237			1		5			4		3		5,568	36,458	M* M*	12 a
13	Westfield	3,434	Welch Field Board	1	3				1	1	1									342	436	M, P	13
14	West Harrison		Recreation Commission	1	1	1			1	1	1								1,200	2,500	5,000	M	14
15	White Plains	40,327	Department of Recreation	27	15	12			10	7	13								3,673	27,250	54,909	M	15
16	Yonkers	142,698	Recreation Department[1]	21	36	14			25	25	29									24,759	55,050	M	16
	North Carolina																					
17	Asheboro	6,981	City Recreation Commission	1	2				1	1	1			1						800	1,200	M	17
18	Asheville	51,310	Public Works Department	14	5				14	9	4				1		2				18,037	M	18
19	Canton	5,037	Recreation Commission	2					1	1	1									900	1,500	M	19
20	Chapel Hill	3,654	Recreation Commission	3	4	1	3	78	3	2	1									4,410	10,224	MPF	20
21	Charlotte	100,899	Park and Recreation Commission	20	25	4			23	23	5			1				1	9,386	12,574	59,546	M, F*	21
22	Durham	60,195	Department of Public Playgrounds and Recreation	65	42	10	2	12	23	18	11							4	20,894	21,808	49,629	M	22
23	Farmville	2,980	Recreation Committee	4	1	1			1	1				1				1		2,500	3,000	M, P*	23
24	Gastonia	21,313	City Council	6	12	1			5	5				1				1		6,212	8,024	M	24
25	Goldsboro	17,274	Wayne County Memorial Community Building Association	8	16	5	4	6	6	6	2					1				9,958	87,032	M, F*	25
26	Greensboro	59,319	Recreation Commission	12	8	15	10	16	14	12	6	1	1	1				1	8,106	25,353	62,737	M, F*	26
27	High Point	38,495	Department of Parks and Recreation	14	11		50	75	8	8	2				1			2			38,605	M	27
28	Kinston	15,388	Department of Recreation	4	4	2		150	6	2	6							1		9,000	16,500	M	28
29	Lexington	10,550	Recreation Commission	2	4				4	4								1			[54]350	M	29
30	Monroe	6,475	Park and Recreation Commission	2	17	15	2	4	3	3	9			1				1		16,632	39,211	MPF	30
31	Mount Airy	6,286	City Recreation Board	3					2	2	1									450	800	M, P	31
32	Newton	5,407	Playgrounds Committee	3			1		3	3										470	687	P	32
33	Raleigh	46,897	Tuttle Community Center[16]; Parks and Recreation Department[1]	2 11	9 12	2 10	2 2	2 9	2 12	7	1 5		1					2		11,684	3,256 14,000	P M	33 a
34	Rocky Mount	25,568	City Recreation Department[1]	3	2	4	28	31	2	2	2							1		5,959	8,094	M	34
35	Shelby	14,037	Parks and Playground Commission		2				1	1										600	2,400	M, P	35
36	Tarboro	7,148	Board of Town Commissioners	1														1			4,627	M	36
37	Wilmington	33,407	Department of Recreation	20	23	14	21	36	10	2	10				1		1	1	6,744	38,921	57,921	M, F*	37
38	Wilson	19,234	Park and Recreation Department[3]	7	8	4	6	8	7	3	4				1		3			2,850	8,750	M	38
39	Winston-Salem	79,815	City Recreation Department[1]	42	51	8			15	12	6					2	3		1,525	37,681	43,507	M	39
	North Dakota																					
40	Bismark	15,496	Board of Park Commissioners	10	4		2	2	6	6	1		1	1				1		4,763	7,826	M*	40
41	Fargo	32,580	Park Board												1			1			10,755	M*	41
42	Finley	677	American Legion				2					1									25	P*	42
43	Grand Forks	20,228	Board of Park Commissioners	2	4				4	4					1			1	2,333	2,140	15,239	M*	43
44	Leeds	782	City of Leeds															1			100	M	44
45	Lisbon	1,997	Park Board									1		[51]							600	M*	45
46	Minot	16,577	Board of Park Commissioners	2	1									1				1			6,807	M*	46
	Ohio																					
47	Akron	244,791	City Recreation Department[1]; Service Department	78 2	134	11 1	150	75	48	46	18				1		2			1,321	111,407[46] 39,395	M M*	47 a
48	Barberton	24,028	Board of Education and City	7	3		2	4	5	5			1							4,100	4,600	M, P	48
49	Bellefontaine	9,808	City Recreation Department	5	2		3	3	4	4	1							1		2,200	2,500	M	49
50	Bexley	8,705	Department of Public Recreation[1]	7	7	[121]			4	1	4									2,645	3,504	M	50
51	Bluffton	2,077	School Board	1	1				1	1											300	M	51
52	Campbell	13,785	Department of Playgrounds[1]	1	4		2	2	4	4	1								1,000	2,000	3,000	M, P	52
53	Canton	108,401	Recreation Board, City School District	10	25	4			11	11								3	9,383	15,003	30,112	M*	53
54	Cheviot	9,043	Recreation Commission	5	1	1	2		2	2	1							1		3,200	7,700	M	54
55	Chillicothe	20,129	Recreation Board	5	1			2	5	5								[57]		1,200	1,200	M, P	55
56	Cincinnati	455,610	Public Recreation Commission	141	173	27	318	1347	47	39	11		2		3	6	43		147,019	106,592	432,115	M, P*	56
57	Cleveland	878,336	Board of Education; Metropolitan Park Board[18]; Division of Recreation, Department of Public Properties	99 3 239	171 154	1 3 77	107	132	50 80	26 21	24 26	2 6		1 4	3 5	1 7	3 175,000			46,002 196,371	51,108 683,482	M* M*	57 a b
58	Cleveland Heights	54,992	Division of Public Recreation, Board of Education	30	25	2			8	8	12					1				13,321	20,286	M, P*	58
59	Columbus	306,087	Department of Public Recreation[1]	31	52	22	11	18	28	20	8		1		1		2			61,608	65,685	M, P*	59
60	Crestline	4,337	Railroad Y. M. C. A., and Park Board	1	1		5	3	2	2	1						1		500	2,000	3,563	M, P*	60
61	Cuyahoga Falls	20,546	Recreation Board	3	4		3	1	4	4							1			1,050	1,050	M, P	61
62	Dayton	210,718	Bureau of Recreation and Parks Division, Department of Public Welfare	65	83	62	69	95	26	16	17		3	1	3	1	2		50,000	74,828	199,288	M, F*	62
63	East Cleveland	39,495	Recreation Department	13	8				7	6							1			15,146	34,419	M*	63
64	Elyria	25,120	Recreation Department[1]	1	10		14	3	6	6	2								926	2,601	5,431	M*	64
65	Euclid	17,866	Public Schools and Recreation Commission	3	6				6	[6	2	1				[1				2,844	3,498	M	65
66	Fostoria	13,453	Park Board	2					2	2							1	1			6,000	M, P	66
67	Fremont	14,710	Recreation Board	2	3		6		4	4	4							1		2,550	4,542	M	67

he table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support #	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Ohio—Cont.																					
1	Hamilton County[10]	621,987	County Park District	1		1									1			1,395	2,538	20,000	M*	1
2	Ironton	18,851	Recreation Board	7	7		1		11	4	8					1	1	6,000	5,200	15,500	M, P	2
3	Lakewood	69,160	Recreation Department, Board of Education	75	120	7			14	4	14					1		500	24,000	24,500	M*	3
4	Lima	44,711	Department of Recreation[1]	49	17	1	9	5	11	11	3						1		9,670	17,504	M, P*	4
			Bradfield Community Association[15]	1	1						1									200	M	a
5	London	4,697	Village and Board of Education	1	1		1	1	2	2									250	250	M	5
6	Lorain	44,125	Recreation Board	14	19				5	5	2					1			4,800	8,466	M*	6
7	Louisville	3,379	Recreation Department[1]	1					1	1									450	500	P	7
8	Mansfield	37,154	Park Commission														1			2,452	M	8
9	Maple Heights	6,728	City Recreation Department		1			5			1								175	401	M*	9
10	Martin's Ferry	14,729	Recreation Department[1]	8	13				5	5							1		4,128	5,925	M	10
11	Marysville	4,037	City Council and Swimming Pool Board	1	1				1	1							1		640	920	M*	11
12	Massillon	26,644	Recreation Board	3	17	1			8	8	2							900	5,800	8,300	M	12
13	Middletown	31,220	Park Board	8	5		15		8	8							3			21,000	M	13
14	Montpelier	3,703	Village Council		1		1		1	1	1		1						450	450	M	14
15	Napoleon	4,825	Village and Board of Education	1	1				3	1	2			1			1			1,564	M*	15
16	Newark	31,487	Board of Education	3	4				3	3									2,700	3,682	M	16
17	New Bremen	1,484	Park Commission	1	1												1		1,132	1,898	M*	17
18	New Philadelphia	12,328	City Playground Association	3	2				1	1			1				1	200	800	1,400	P	18
19	Niles	16,273	Park Commission	1	2												1			5,000	M*	19
			Recreatinn Service[1]	1	5	1	40	14	5	5	3								3,712	4,449	M*	a
20	North Canton	2,988	Y. M. C. A.	1	4		2	2	4	4							1			1,657	P	20
21	Norwalk	8,211	Community Playground Association	1	1				1	1							1				P	21
22	Norwood	34,010	Department of Recreation[1]	25	20	1	5	3	8	8	9			1		1	2	5,000	17,600	28,600	M*	22
23	Painesville	12,235	Recreation Committee	6	6	2	5	1	5	5	2								4,325	5,000	M	23
24	Salem	12,301	Memorial Building Association	1		1			1	1	1								4,000	7,000	M, P	24
25	Sandusky	24,874	City Manager		4				4	4		2		1					1,316	10,799	M*	25
26	Shaker Heights	23,393	Board of Education	43	29				6	3	6					1			8,778	10,000	M*	26
27	Shelby	6,643	Park Board														1			4,951	M*	27
28	Springfield	70,662	Recreation Department[2]	10	14		2		15	15								3,600	4,598	9,285	M, P	28
29	Steubenville	37,651	Department of Parks and Recreation[1]	11	15	1	12	28	7	5	6			1			3			9,749	M	29
30	Summit County[16]	339,405	Akron Metropolitan Park District	12	4						1	2	1					18,000	6,000	24,000	M, P*	30
31	Toledo	282,349	Frederick Douglass Community Association[15]	12	1	3	20	10			1								6,681	16,238	P*	31
			Department of Public Welfare	20	31				15	15	8				2		9		30,229	88,978	M, P*	a
32	Toronto	7,426	Recreation Board	1	1	[12]1		25			1								1,300	3,973	M, P*	32
33	Troy	9,697	Lincoln Community Center[15]			1	10	30	1	1	1					1			1,200	3,600	P	33
			Recreatinn Association, Inc.	2	5	1		1	5	5	2								2,780	4,000	P	a
34	Upper Sandusky	3,907	Park Board	1					1	1							1		375	2,500	M, P*	34
35	Wadsworth	6,495	Recreatinn Commission	3	1		6	12	2	2	1						1			2,356	M	35
36	Wapakoneta	5,225	Board of Education	1	2				1	1	1						1		1,520	3,600	M*	36
37	Warren	42,837	Park Board														1			[9]9,232	M	37
38	Willard	4,261	Recreation Board		1		5	2									1			2,000	M	38
39	Willoughby	4,364	Recreation Committee	1	6				3	3		1	1						1,100	1,300	M, P	39
40	Wooster	11,543	Board of Education and Recreation Board	1	6				3	3							1		1,500	2,000	M*	40
			Playground Association	3	4				3		10								1,863	2,414	P	41
41	Youngstown	167,720	Township Park District Commissioners	7	1	3	4		1	1					2				8,504	66,121	M*	a
			Park and Recreation Commission	23	60				23	23	20			1			6		18,757	23,993	M*	b
42	Zanesville	37,500	Civic League Community Center[15]	1	1	2	5	12			1								1,362	1,362	P	42
	Oklahoma																					
43	Ada	15,143	Park Commission				3	4									2			2,000	M	43
44	Cherokee	2,553	Park Department														1			1,059	M*	44
45	Henryetta	6,905	Park Board	1			4	4	2	2	2	1			1					4,000	M*	45
46	Lawton	18,055	Park Department	4	5		10		8	8									2,610	3,139	M	46
47	McAlester	12,401	American Legion Enterprises	1													1			470	P*	47
48	Oklahoma City	204,424	Recreation Division, Park Department	12	63	5	52	134	18	11	7	1	12	[11]11	[11]1		12		30,201	42,826	M*	48
			School Board	8	26				15	15						5				7,426	M	a
49	Poteau	4,020	Park Board	2			2	1									1		900	1,100	M*	49
50	Sayre	3,037	City Park Board	1	1				1	1	1						1		300	600	M*	50
51	Shawnee	22,053	Park Department	4	4				4	4	1						1		2,000	6,000	M*	51
52	Tulsa	142,157	Park Department	8	22	6	65	235	22	22	4				1		2		22,002	48,133	M, P	52
53	Vinita	5,685	City of Vinita	2													1		650	800	P*	53
54	Woodward	5,406	City Board	4	1		2	2	1	1		1								4,500	M*	54
	Oregon																					
55	Albany	5,654	City Council	3	5				2	2	1						1		2,520	4,184	M*	55
56	Ashland	4,744	Park Commission		1				1	1									150	150	M	56
57	Astoria	10,389	School District No. 1		13				5	5	1								4,875	5,100	M, P, F	57
58	Bend	10,021	City and School Board	1	2		3	1	1	1									1,468	1,503	4,000	M	58
59	Coquille	3,327	City Council		1				1	1										375	500	M	59
60	Cottage Grove	2,626	Recreation Committee	2	1		4	2	3	3	1	1								887	1,021	M, P*	60
61	Forest Grove	2,449	City Park Department	1	1		3	3	1	1	1									996	1,388	M	61
62	Klamath Falls	16,497	City Recreatinn Commission	2	13	1	5	10	3	3	3		2			1		1,064	3,000	5,810	M*	62
63	Newberg	2,960	Park Department		2				1	1							1		304	304	M	63
64	Oregon City	6,124	City of Oregon City	4	3	[12]1	4	8			3						1			5,000	M	64
65	Pendleton	8,847	Park Commission		5				2	2									650	750	M	65
66	Portland	305,394	Bureau of Parks and Public Recreation, Department of Finance	56	200	114	5200	2200	62	28	63		2	1	2	4	9	35,553	191,523	447,312	M PP*	66
67	Roseburg	4,924	City Park Commission	5	6			15	1	1	2	1									P, F*	67
68	Salem	30,908	Playground Board	9	12				9	9							2		9,570	12,631	M	68
69	Silverton	2,925	City of Silverton	1					1	1							1		300	500	M	69
70	Springfield	3,805	Community Chest	1					1	1									150	150	P	70
71	Tillamook	2,751	City and School District No. 9	1	1				1	1	1					1			795	795	M	71

Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support[a]	No. of City
	Pennsylvania																					
1	Aldan	2,642	Recreation Board		1		8	12	1	1	1							600	225	1,200	M, P	1
2	Allegheny County[61]	1,411,539	County Department of Parks	6		4								1	2		3			64,772	M	2
3	Allentown	96,904	Recreation Commission	44	35	2		15	16	16	8	4					2		11,741	13,920	M*	3
4	Altoona	80,214	Park and Recreation Commission	1	19				19	19							2		2,110	3,510	M	4
5	Avalon	6,166	Committee of Council	1					1								1		435	5,392	M*	5
6	Bath	1,720	Recreation Commission		2		28	22	1	1									579	930	P	6
7	Beaver	5,641	Borough and School Board	1	1				1	1							1			9,301	M*	7
8	Beaver Falls	17,098	Recreation Board	15	15				4	4	5							4,063	6,301	11,605	M*	8
9	Belle Vernon	2,463	Junior Auxiliary, Woman's Club		1			26	1	1									120	196	P	9
10	Berks County	241,884	County Recreation Board[62]	3	3	1													3,860	5,704	M*	10
11	Bethlehem	58,490	Department of Public Recreation[1]	22	11				14	14	5					1			7,000	10,500	M*	11
12	Birdsboro	3,313	Recreation Board	2	3		11	11	5	5	1						1		350	1,740	M, P*	12
13	Blairsville	5,002	Borough of Blairsville	2	1				1	1			1				1		371	1,139	M*	13
14	Bloomsburg	9,799	Playground Committee, Kiwanis Club	1	3		20		1	1									600	800	M, P	14
15	Canonsburg	12,599	Recreation and Swimming Pool Committees	1	1				1	1							1			5,900	M	15
16	Carlisle	13,984	Playground Committee, Borough Council	3	4				3	3	1									907	M	16
17	Chambersburg	14,852	Parks and Playgrounds Committee, Borough Council	2	9	1			7	7	1							200	3,112	6,868	M	17
18	Chester	59,285	Recreation Board	16	25	1	3		16	6	8							2,000	17,950	27,914	M	18
19	Collingdale	8,162	Recreation Committee	3	2				3	3									1,330	1,800	M	19
20	Danville	7,122	Playground Association		2				1	1									420	3,707	M, P	20
21	Darby	10,334	School District	1	2				2	2	1								750	[c]750	M	21
22	Delaware County[63]	310,756	County Park and Recreation Board	3	3				2	1			1						3,710	27,660	M	22
23	Dillsburg	1,054	Lions Club		1		15	20	1	1									225	550	P	23
24	Dormont	12,974	Borough Council	8	2				1	1							1				M*	24
25	Downingtown	4,645	Kerr Memorial Park Commission	1					1	1									240	240	M	25
26	Easton	33,589	School District	6	9	1			5	5							2		4,100	4,100	M	26
27	Elizabethtown	4,315	Park Department		3		4	2	1	1									357	462	P	27
28	Emmaus	6,731	Recreation Commission		3				3	3									250	350	M	28
29	Emporium	3,775	Emporium Foundation	1	1				1	1								50	350	450	M, P	29
30	Erie	116,955	Bureau of Water	2								1								23,664	M	30
			School District	11	10				6	6							2		4,508	4,867	M	a
			Municipal Golf Commission	1	1									1	1				1,224	8,264	M*	b
			Department of Parks and Public Property	5	12				7	7				1	1				2,815	27,598	M	c
31	Etna	7,223	Borough Council	1													1			1,450	M	31
32	Farrell	13,899	F. H. Buhl Center[15]	2	1	2	1	3			1								4,380	5,893	P	32
33	Ford City	5,795	Recreation Committee		2			9	1	1	1									453	M, P	33
34	Gallitzin	3,618	Athletic Association	1	1				1	1									300	350	P	34
35	Greencastle	2,511	Jerome R. King Playground Association	1			3	1	1	1								200	250	1,800	M, P	35
36	Greensburg	16,743	Playground Association	5	7				7	7									3,382	4,435	M, P	36
37	Hamburg	3,717	Recreation Board	1	2		2	8	1		1						1		335	4,260	M, P	37
38	Harrisburg	83,893	Bureau of Parks and Public Property	6	68				34	34		1	2	1					9,351	11,486	M	38
39	Hatboro	2,605	School District	1			4	1			1									150	M	39
40	Hazleton	38,009	City Recreation Commission	1	10				5	5									1,495	2,539	M	40
41	Honesdale	5,687	Union School District	1	1				2	2							1		450	800	M, P	41
42	Huntingdon	7,170	Playground Committee	11	2			1	2	2							1		1,800	2,400	M, P	42
43	Johnstown	66,668	Municipal Recreation Commission[1]	20	31	1			25	25				1			1	6,500	15,440	27,900	M*	43
44	Kennett Square	3,375	Park and Recreation Board		1				1	1									350	800	M	44
45	Kutztown	2,966	Board of Recreation	2	3				1	1									500	563	M	45
			Long Park Commission											1							P	46
			Buchmiller Park Trustees											1				300	1,726	2,876	P	a
46	Lancaster	61,345	Recreation Association	13	29	4	26	25	14	14	5							350	14,132	21,496	M,P,F	b
			Department of Parks and Public Property											1							M	c
47	Lansdale	9,316	Chamber of Commerce		1		4		4	4							1		180	325	P	47
48	Lansdowne	10,837	School District	2	2		10	10	2	2	1								750	900	M	48
49	Lebanon	27,206	Coleman Memorial Park Trustees														1			11,030	M*	49
			Recreation Board	2	9				6	6	1						1		2,556	6,756	M, P	a
50	Lewistown	13,017	Fifth Ward Playground Association	2			8	12	3	3						1			260	450	M, P	50
51	Lockhaven	10,810	Playground Committee	1	5				5	5									525	636	M	51
52	Marcus Hook	4,123	Y. M. C. A.	3	4				1	1	2									1,200	M, P*	52
53	McDonald	3,530	Youth Center Board	1	1		20	20	1	1	1									700	M, P*	53
54	McKeesport	55,355	Recreation Division, Dept. of Parks and Public Property	34	39	1	4	2	9	9	8		2				1	1,000	11,500	15,000	M	54
55	Monongahela	8,825	Recreation Board[2]	1					1	1										1,980	M	55
56	Mount Lebanon	19,571	Public Schools	6	24			22	6	6	1		1				1		3,200	4,400	M*	56
57	New Brighton	9,630	Recreation Board	3	1				3	3									1,580	1,949	M, P, F	57
58	New Castle	47,638	City Recreation Committee	10	17				12	12						2			4,200	12,000	M	58
59	New Kensington	24,055	School District	3	2				3	3							1		400	700	M	59
60	Norristown	38,181	School District	11	7				6	6	4								2,733	3,093	M	60
61	Northampton	9,622	School Board	5	4				4	4									1,607	2,055	M, F	61
62	Oakmont	6,260	Borough Council														1				M*	62
63	Oil City	20,379	Public Recreation Board	1	3				3	3							1		1,260	1,384	M	63
64	Oley	1,950	Recreation Board		1				1	1	1								200	200	M	64
65	Palmerton	7,475	Neighborhood House, New Jersey Zinc Company	2	5	2	8	2	2	2	2		1				1				P	65
66	Penbrook	3,627	Youth Program Board				20	20	1	1											M*	66
67	Philadelphia	1,931,334	Bureau of Recreation, Department of Public Welfare	130	216	77			23	2	19						37	6,000	224,640	558,205	M	67
			Playground and Recreation Association	8	10	2			8	8	1								13,419	18,903	P	a
			Board of Public Education, Division of Physical and Health Education	80	111				85	85									56,265	59,957	M	b
			Smith Memorial Playgrounds and Martin School Recreation Center	12	18	10		10	4		4								34,895	58,166	P	c
			Division of School Extension, Board of Public Education	75	34				2		14								[d]45,856	[e]5,856	M	d

the table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support #	No. of City
	Penn.—Cont.																					
1	Phoenixville	12,282	Recreation Commission	2	3	....	....	....	4	3	1	1	....	....	....	....	....	.....	3,200	3,400	M	1
2	Pittsburgh	671,659	Bureau of Recreation, Department of Public Works	175	144	62	25	30	89	58	31	....	3	....	....	1	23	142,635	181,689	419,175	M	2
			Bureau of Parks, Department of Public Works	....	....	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	50,000	M	a
			Board of Public Education	116	67	....	....	....	50	45	43	....	....	....	....	26	....	.....	52,311	[3]52,311	M, F	b
3	Quakertown	5,150	Board of Education	2	1	....	....	....	2	2	....	....	....	....	....	....	....	.....	820	970	M, P	3
4	Reading	110,568	Recreation Department[1]	38	78	6	103	51	36	36	5	....	....	....	....	....	1	3,000	29,876	49,013	M, P*	4
5	Ridgway	6,253	Recreation Commission	1	2	....	....	....	1	1	1	....	....	....	....	....	....	.....	450	700	P	5
6	Ridley Park	3,887	Playground Committee	....	1	....	4	58	1	1	1	....	....	....	....	....	....	183	343	603	M, P*	6
7	Robesonia	1,670	Borough Recreation Board	1	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	480	750	M, P	7
8	St. Marys	7,653	Community Playground Committee	2	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	1,233	1,293	P	8
9	Scranton	140,404	Bureau of Recreation, Department of Public Works	32	19	6	1	....	14	12	2	....	....	....	....	1	3	.....	34,451	44,656	M	9
			Progressive Association[15]	1	1	1	3	4	....	....	1	....	....	....	....	....	....	.....	1,920	3,220	P*	a
10	Sharon	25,622	Playground Commission	....	11	....	6	....	5	5	....	....	....	....	....	....	....	.....	1,217	2,951	M, P	10
11	Somerset	5,430	Lions Club	1	2	....	3	1	1	1	1	....	....	....	....	....	....	.....	960	1,810	M, P	11
12	Souderton	4,036	Borough of Souderton	1	....	....	15	5	....	....	....	....	....	....	....	....	1	.....	.....	.....	M	12
13	South Greensburg	2,616	Public Park and Playground Association	3	2	....	....	....	1	1	....	....	....	....	....	....	1	.....	2,119	3,089	M	13
14	State College	6,226	Recreation Board	5	6	....	....	....	2	2	....	....	....	....	....	....	....	.....	900	1,400	M	14
15	Stroudsburg	6,186	Borough Council	....	4	....	....	....	1	1	....	....	....	....	....	....	1	.....	944	2,997	M*	15
16	Sunbury	15,462	Youth and Community Center, Inc.	4	3	1	400	600	4	4	4	....	1	....	....	....	....	.....	.....	8,000	M P F*	16
17	Upper Darby	56,883	Township and School Board	10	12	....	....	....	12	12	7	....	....	....	....	....	....	.....	5,767	6,133	M	17
18	Warren	14,891	Park Department	1	6	....	....	....	5	5	....	....	....	....	....	....	....	.....	1,600	2,600	M	18
19	Weatherly	2,754	Eurana Park Commission	....	....	....	6	6	....	....	1	1	....	....	....	....	1	.....	.....	1,240	M*	19
20	Wellsboro	3,665	Playground Committee	....	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	108	108	P	20
21	West Chester	13,289	Community Center[15]	3	1	3	5	3	1	1	1	....	....	....	....	....	....	.....	2,850	5,350	M, F*	21
22	West Wyomissing	1,425	Playground Committee	....	2	....	2	....	1	1	....	....	....	....	....	....	....	.....	300	440	M, P	22
23	West York	5,690	Playground Association	....	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	120	250	M, P*	23
24	Wilkes-Barre and Wyoming Valley[65]	250,000	Playground and Recreation Association of Wyoming Valley	21	37	3	25	150	35	35	24	....	....	....	....	....	....	.....	17,355	[66]24,851	M, P*	24
25	Williamsport	44,355	Recreation Commission	9	14	....	....	....	14	14	....	1	....	....	....	....	....	.....	3,500	4,000	M	25
26	Womelsdorf	1,450	Recreation Association	1	1	....	2	2	1	1	....	....	....	....	....	....	....	.....	336	394	M, P	26
27	Wyomissing	3,320	Playground Association	2	2	....	....	....	2	2	....	....	....	....	....	....	1	.....	1,297	6,843	M	27
28	Yeadon	8,524	School Recreation Committee	3	3	....	....	....	2	2	....	....	....	....	....	....	....	.....	1,100	2,000	M	28
29	York	56,712	Recreation Commission	38	45	2	25	30	13	13	8	....	....	....	....	....	....	.....	12,540	17,001	M*	29
			Crispus Attucks Association[15]	2	2	3	40	85	....	....	1	....	....	....	....	....	....	.....	8,210	41,346	P	a
			Park Department	1	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	6,648	M*	b
	Rhode Island																					
30	Newport	30,532	Park Commission	....	....	....	....	....	....	....	....	[872]	....	....	....	....	....	.....	.....	.....	M	30
31	Providence	253,504	Recreation Bureau, Park Department	49	73	8	....	....	35	35	18	....	....	....	....	....	....	.....	36,713	46,121	M	31
			Park Department	....	....	6	....	....	....	....	1	....	....	....	....	1	....	.....	.....	66,482	M*	a
			John Hope Community Association[15]	1	2	2	4	10	1	1	1	....	....	....	....	....	....	.....	2,779	8,334	P, F	b
32	Warren	8,158	Community Service, Inc.	2	1	1	6	25	1	....	2	1	....	....	....	....	....	137	2,295	4,523	M, P*	32
33	Westerly	11,199	School Department	1	1	....	....	....	2	2	....	....	....	....	....	....	....	.....	480	553	M	33
			Park Commission	....	....	....	....	....	....	....	....	1	....	....	....	....	....	.....	.....	.....	M	a
34	Woonsocket	49,303	Mayor's Child in Wartime Committee	3	9	....	....	....	6	6	....	....	....	....	....	....	1	6,000	2,800	8,800	M	34
	South Carolina																					
35	Bennettsville	4,895	Golf Commission, City and Schools	2	1	....	....	....	....	....	1	....	....	1	....	....	1	.....	2,400	[5]5,500	M,P,F	35
36	Columbia	62,396	Recreation Department	4	42	46	15	125	14	....	16	....	1	....	1	....	....	26,280	68,680	101,000	M, F	36
37	Florence	16,054	City Manager	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	1,629	M*	37
38	Greenville	34,734	Phyllis Wheatley Association[15]	2	5	6	2	3	4	3	4	....	1	....	....	....	....	.....	3,060	4,060	P*	38
39	Greenwood	13,020	Juvenile Council, Inc.	....	4	[19]1	2	24	4	....	2	....	2	....	....	....	....	300	3,200	3,500	M,P*	39
40	Rock Hill	15,009	Community Y. M. C. A. and City	5	22	2	12	15	12	10	3	....	....	....	....	....	1	22,247	10,900	33,147	M, P*	40
41	Spartanburg	32,249	Department of Recreation	....	5	5	....	10	5	5	2	....	2	....	....	....	1	.....	.....	15,000	M	41
	South Dakota																					
42	Alpena	440	Town of Alpena	....	1	....	2	2	1	1	....	....	....	....	....	....	1	.....	.....	.....	M, P	42
43	Brookings	5,348	Park Board	5	5	....	....	....	3	3	1	....	....	1	....	....	1	.....	804	1,386	M*	43
44	Chamberlain	1,626	Park Board	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	25	M	44
45	Clark	1,291	City Schools	2	1	....	2	1	1	1	1	....	1	....	....	....	1	.....	500	600	M	45
46	Huron	10,843	Park Board and Chamber of Commerce	6	1	....	3	1	....	....	1	1	....	....	....	....	....	.....	1,200	3,200	M, P	46
47	Lake Preston	886	Commercial Club	1	1	....	....	....	....	....	1	....	....	....	....	....	1	.....	460	720	P*	47
48	Lemmon	1,781	Park Board	....	....	....	....	....	....	....	....	....	....	1	....	....	1	.....	.....	429	M	48
49	Mitchell	10,633	Recreation Council	....	4	1	12	24	3	2	1	....	....	....	....	....	....	.....	250	1,760	2,010	M, P*	49
			Park Board	1	2	....	....	....	....	....	....	1	....	1	....	....	....	.....	1,628	4,461	M*	a
50	Rapid City	13,844	Park Department	....	....	....	....	....	....	....	....	1	....	....	....	....	....	.....	.....	1,073	M	50
51	Redfield	2,428	Chamber of Commerce	2	....	....	2	....	2	1	3	1	....	....	....	....	....	.....	300	900	M	51
52	Sioux Falls	40,832	Recreational Council	3	5	....	....	....	4	4	....	....	....	....	....	....	....	.....	2,125	2,800	P	52
			Park Department	1	1	....	....	....	....	....	....	....	....	....	1	....	1	.....	1,320	14,675	M	a
53	Spriogfield	667	Recreation Committee	2	....	....	....	....	1	1	1	....	....	1	....	....	1	.....	300	500	M, P	53
54	Tyndall	1,289	City of Tyndall	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	.....	P	54
55	Vermillion	3,324	Park Department	2	3	....	2	2	2	2	1	....	....	1	....	....	1	.....	.....	2,000	M*	55
56	Watertown	10,617	Park Board	....	....	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	2,450	M*	56
			Junior Chamber of Commerce	3	2	....	5	....	5	5	....	1	....	....	....	....	....	.....	1,350	1,500	P	a
57	Wessington	516	Women's Study Club and City	2	....	....	1	1	....	....	1	....	....	....	....	....	1	.....	315	[3]390	M, P	57
58	Woonsocket	1,050	City Council	....	....	....	....	....	....	....	....	....	1	....	....	....	....	.....	.....	180	M	58
59	Yankton	6,798	Mayor's Department	1	1	....	5	....	2	2	....	....	....	....	....	....	1	.....	498	4,502	M	59
	Tennessee																					
60	Alcoa	5,131	Public Welfare Department	3	....	....	....	....	2	2	2	....	....	....	....	....	1	2,348	1,490	14,794	M	60
61	Bemis	3,500	Y. M. C. A.	9	3	4	....	....	1	1	1	....	....	....	....	....	1	.....	12,838	35,667	P	61
62	Gallatin	4,829	Youth Center	....	1	....	2	1	1	....	1	....	....	....	....	....	....	.....	.....	1,500	M, P	62
63	Johnson City	25,332	Park and Recreation Board	20	30	1	25	15	12	2	8	....	....	....	....	....	1	1,500	8,000	11,500	M, P*	63

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Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support	No. of City
	Tennessee—Cont.																					
1	Kingsport	14,404	Department of Recreation[1]	6	10	3	....	1	4	3	3	....	....	....	....	....	....	.....	7,500	16,000	M, F	1
2	Knoxville	111,580	Recreation and Park Department[2]	5	11	1	....	....	12	12	1	....	....	....	1	....	1	.....	[4],569	8,006	M	2
3	Maryville	5,609	Community Recreation Council	2	....	....	12	4	4	4	....	....	....	....	....	....	....	150	750	1,000	P	3
4	Memphis	292,492	Recreation Department, Park Commission	78	81	16	....	....	31	19	6	....	....	2	2	....	5	45,298	50,000	180,635	M*	4
5	Nashville	167,402	Board of Park Commissioners	6	25	10	....	....	21	12	9	....	....	3	2	....	16	27,931	20,583	57,317	M	5
6	Oak Ridge		Recreation and Welfare Association	30	6	29	33	10	28	21	6	1	....	....	....	....	1	.....	35,000	[3]35,000	P, F	6
7	Tiptonville	1,503	Parent Teacher Association	1	1	....	....	2	1	1	1	....	....	....	....	....	....	.....	360	860	P	7
	Texas																					
8	Amarillo	51,686	Park Department	....	....	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	10,290	M	8
9	Austin	87,930	Recreation Department	76	40	18	59	424	12	12	6	2	....	....	1	....	9	32,226	52,000	164,000	M*	9
10	Beaumont	59,061	City Parks and Recreation Department	3	23	....	....	....	11	11	....	....	....	2	....	....	4	.....	.....	36,614	M, F	10
11	Borger	10,018	City of Borger	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	2,744	M*	11
12	Brownfield	4,009	Lions Club	1	....	....	40	....	....	....	....	....	....	....	....	....	1	4,000	500	4,500	M, P	12
13	Brownsville	22,083	City and School Board	4	....	....	....	....	4	4	1	....	....	....	....	....	....	.....	1,000	1,000	M	13
14	Bryan	11,842	City of Bryan	2	1	....	....	....	2	2	....	....	....	1	....	....	1	30,000	1,125	41,213	M*	14
15	Conroe	4,624	Independent School District	4	3	....	....	....	....	....	1	....	....	....	....	....	1	.....	.....	9,682	M*	15
16	Corpus Christi	57,301	Recreation Department[1]	7	17	17	....	2	13	3	7	1	....	....	....	....	....	.....	12,217	15,179	M	16
17	Crystal City	6,529	City of Crystal City	1	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	.....	M*	17
18	Dallas	294,734	Park and Recreation Board	67	75	64	40	100	46	30	16	1	12	1	2	....	32	59,878	129,350	189,228	M PF*	18
19	Denison	15,581	Recreation Council	1	1	....	5	5	2	2	1	....	....	....	....	....	....	.....	1,750	2,400	P	19
20	Eagle Pass	6,459	City, School, and County	1	....	....	3	30	....	....	1	....	....	....	....	....	....	.....	450	950	M	20
21	El Paso	96,810	City Recreation Department[1]	12	10	11	10	75	10	5	1	....	....	....	1	....	3	.....	.....	36,000	M, F	21
22	Fort Worth	177,662	Public Recreation Department[2]	12	34	13	250	12	20	20	3	1	1	....	4	....	6	906	65,906	116,961	M*	22
23	Galveston	60,862	Recreation and Park Department[1]	4	10	7	....	28	9	....	7	1	....	....	....	....	....	6,450	21,270	36,859	M, P	23
24	Galveston County[48]	81,173	Commissioner and County Engineer	....	....	....	....	....	....	....	....	1	....	....	....	....	....	.....	.....	2,873	M	24
25	Graham	5,175	City of Graham	2	2	....	....	....	....	....	....	....	....	....	....	....	1	.....	450	2,125	M*	25
26	Houston	384,514	Parks and Recreation Department[2]	64	55	50	180	346	25	6	31	....	....	....	3	....	3	.....	84,735	[69]307,073	M*	26
27	Kilgore	6,708	City of Kilgore	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	4,279	M	27
28	Kingsville	7,782	Coordinating Council	1	....	....	10	15	5	5	1	....	....	....	....	....	....	.....	300	388	P	28
29	Liberty	3,087	City Council	2	1	....	....	....	....	....	....	....	....	....	....	....	1	.....	1,005	2,020	M*	29
30	Longview	13,758	School Board	2	7	....	....	....	7	....	7	....	....	....	....	....	....	.....	.....	.....	M*	30
31	Lubbock	51,782	City Recreation Department[2]	10	14	4	5	10	6	6	2	....	....	....	....	....	1	1,500	14,064	24,000	M	31
32	Odessa	9,573	Ector County Recreation Association	3	2	....	2	1	3	3	2	....	....	....	....	....	1	.....	.....	3,200	M	32
33	Orange	7,472	Recreation Commission	17	19	[13]18	25	21	12	4	11	....	....	....	....	....	....	.....	13,012	15,216	M, F*	33
34	Pampa	12,895	City Recreation Department	1	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	3,100	M*	34
35	Pharr-San Juan-Alamo	8,992	Tri-City Recreation Association	1	1	....	4	5	1	1	1	....	....	....	....	....	....	7,200	630	7,830	P	35
36	San Antonio	253,854	Recreation Department	16	18	25	25	95	17	12	8	....	....	[78]1	[78]1	....	6	.....	22,395	[71]80,000	M	36
37	Seguin	7,006	City of Seguin	6	2	....	8	8	3	1	3	....	1	1	....	....	3	.....	1,720	8,000	M*	37
38	Stamford	4,810	City of Stamford	5	....	....	5	....	....	....	....	....	....	....	....	....	1	303	800	2,104	M*	38
39	Temple	15,344	Park and Recreation Department[1]	3	11	5	4	25	4	4	2	....	....	....	....	....	1	15,802	7,833	29,815	M, P*	39
40	Tyler	28,279	Parks and Recreation Department[2]	14	15	7	19	84	6	4	5	....	1	....	....	....	1	2,488	13,483	31,586	M	40
41	Waco	55,982	City Recreation Department[1]	6	5	3	....	....	3	2	1	....	....	....	1	....	1	.....	.....	.....	M	41
42	Wichita Falls	45,112	Park Department	1	5	1	....	....	3	3	3	....	....	....	1	....	....	500	3,041	12,602	M*	42
	Utah																					
43	Helper	2,843	City Council	1	1	....	1	1	2	2	1	....	....	....	....	....	1	2,000	550	2,550	M	43
44	Logan	11,868	City and Board of Education	3	6	....	....	....	4	4	2	....	1	....	....	1	....	.....	1,558	3,455	M	44
45	Nephi	2,835	Parent Teacher Association	1	....	....	3	5	1	1	....	....	....	....	....	....	1	.....	.....	.....	P	45
46	Ogden	43,688	City Recreation Department	62	49	2	46	37	13	13	8	....	....	1	....	....	1	.....	.....	20,850	M, F	46
47	Orem	2,914	Sharno's Cooperative Educational Recreational Association	4	5	....	3	4	1	1	1	....	....	....	....	....	1	.....	.....	2,669	M, P*	47
48	Provo	18,071	Recreation Department[2]	16	31	[13]1	2	....	11	6	8	....	....	1	....	....	1	4,546	10,223	17,123	M*	48
49	St. George	3,591	City Council	1	1	....	3	3	2	2	1	....	1	....	....	....	1	.....	1,000	3,000	M, P*	49
50	Salt Lake City	149,934	Recreation Department, Department of Parks and Public Property	27	44	21	....	....	26	24	5	....	....	3	....	1	8	.....	16,200	56,722	M	50
51	Tooele	5,001	City Manager	1	....	....	....	....	1	1	....	....	....	....	....	....	1	.....	168	2,118	M	51
	Vermont																					
52	Barre	10,909	Bureau of Recreation[1]	6	3	2	....	....	3	3	1	1	....	....	....	....	1	.....	.....	15,890	M	52
53	Brattleboro	9,622	Recreation Department[1]	3	11	2	65	61	3	3	1	1	....	....	....	....	....	.....	1,175	5,010	7,812	M, F*	53
54	Burlington	27,686	Park Department	6	5	....	3	3	6	1	7	1	1	....	....	....	....	.....	.....	3,420	4,620	M	54
55	Chester	749	Recreational Council	....	3	....	15	15	....	....	....	....	....	....	....	....	1	.....	.....	200	500	M, P*	55
56	Montpelier	8,006	Recreation Field Committee	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	.....	4,500	M	56
57	Pittsford	576	Community Club	....	....	....	10	10	....	....	1	....	....	....	....	....	....	.....	.....	.....	.....	P*	57
58	Proctor	2,184	Community Recreation Center Board	2	1	1	68	40	....	....	1	....	....	....	....	....	....	.....	.....	.....	.....	P*	58
59	Putney	925	Community Center, Inc.	2	2	....	4	6	....	....	1	....	....	....	....	....	....	.....	800	1,100	P	59
60	Randolph	1,988	Community Playground Committee	2	2	....	5	2	1	1	....	....	....	....	....	....	1	.....	500	750	P	60
61	Springfield	5,182	Recreation Commission Community House Association	3	6	2	3	1	4	4	1	....	....	....	....	....	1	.....	5,400	6,553 9,951	M P*	61 a
				....	2	....	....	....	....	....	1	....	....	....	....	....	....	4,414	.....			
62	Swanton	1,461	Service Club	....	1	....	....	....	1	1	....	....	....	....	....	....	....	.....	.....	350	M, P	62
63	Waterbury	3,074	Municipal Swimming Pool Committee	....	1	....	2	3	....	....	....	....	....	....	....	....	1	.....	750	800	M	63
64	Windsor	3,402	Village and Recreation Committee	2	2	....	....	....	1	1	....	1	....	....	....	....	....	.....	978	1,431	M	64
65	Winooski	6,036	Winooski Recreation, Inc.	1	....	1	12	3	1	1	1	....	....	....	....	....	....	3,738	1,331	6,596	M, P*	65
	Virginia																					
66	Alexandria	33,523	Department of Recreation	18	26	3	5	17	11	6	4	....	....	....	....	....	1	64,000	24,000	92,000	M, P*	66
67	Charlottesville	19,400	City Recreation Department[2]	....	12	3	43	50	6	5	2	....	....	....	....	....	....	452	5,581	[72]13,125	M*	67
68	Covington	6,300	City Recreation Committee	1	1	....	20	20	1	1	1	....	....	....	....	....	1	.....	960	2,300	M*	68
69	Danville	32,749	Recreation Department[1]	12	26	3	7	....	10	6	4	....	....	....	....	....	....	4,000	15,234	30,001	M	69
70	Elizabeth City Co.[73]	32,283	County Recreation Department	14	26	[12]1	102	63	13	13	10	....	....	....	....	....	....	2,441	6,127	9,780	M,P,F	70
71	Galax	3,195	Town Council	2	2	....	....	....	1	1	....	....	....	....	....	....	1	.....	450	[3]450	M*	71
72	Harrisonburg	8,768	School Board	1	....	....	....	....	1	1	1	....	....	....	....	....	....	.....	600	700	M*	72
73	Hopewell	8,679	Municipal Recreation Committee	2	7	1	100	285	3	3	1	....	....	....	....	....	1	2,295	2,331	5,394	M, P*	73
74	Lynchburg	44,541	City Recreation Department	4	14	9	6	7	16	7	6	....	....	....	....	....	4	3,275	13,563	[74]26,003	M	74

the table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: No. Employed Full Time Year Round	Volunteer Workers: Men	Volunteer Workers: Women	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Summer Only	Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Leadership Salaries and Wages	Expenditures Last Fiscal Year: Total	Source of Financial Support[#]	No. of City
	Virginia—Cont.																					
1	Newport News	37,067	Division of Recreation, Department of Public Welfare	24	8	10	15	28	16	12	14	....	2	....	....	....	....	179,725	24,366	232,628	M, F	1
2	Norfolk	144,332	Recreation Bureau, Department of Public Welfare	23	77	31	....	15	35	8	30	....	....	1	1	....	....	.....	89,477	161,912	M, F*	2
3	Petersburg	30,631	City Recreation Department	15	15	....	3	6	7	7	....	1	1	....	....	....	4	.....	7,000	10,000	M*	3
4	Portsmouth	50,745	Recreation Bureau, Department of Public Welfare	20	56	18	30	23	20	10	12	....	....	2	....	....	....	34,600	35,158	127,754	M P F*	4
5	Radford	6,990	City Recreation Commission	2	5	3	75	125	5	5	1	1	....	....	....	....	1	.....	5,937	9,415	M	5
6	Richmond	193,042	Division of Recreation, Department of Public Works	36	82	20	100	200	31	24	17	....	....	....	....	....	1	3,731	63,933	119,812	M, P	6
7	Roanoke	69,287	Department of Parks and Recreation[2]	64	27	4	154	60	14	14	9	....	....	....	....	....	....	.....	15,141	57,099	M, P	7
8	Salem	5,737	Town of Salem	1	2	....	....	....	3	3	....	....	....	....	....	....	....	.....	825	924	M	8
9	Williamsburg	3,942	Youth Welfare Council	7	5	2	3	7	2	....	5	1	....	....	....	....	....	500	7,100	12,000	M, F	9
10	Winchester	12,095	Recreation Department[1]	5	12	....	....	....	4	4	1	....	....	....	....	....	....	.....	1,385	5,490	M	10
	Washington																					
11	Bellingham	29,314	Park Board, School Board and Whatcom Juvenile Court	5	25	....	....	....	12	12	2	....	....	....	....	....	1	.....	10,570	20,620	M, F	11
12	Bremerton	15,134	Recreation and Park Department[2]	27	14	10	30	25	8	8	6	....	....	....	....	....	....	.....	31,829	54,935	M P F*	12
13	Camas	4,433	Park Committee, City Council	1	3	....	2	4	4	4	3	1	....	....	....	....	....	3,000	750	4,500	M	13
14	Colfax	2,853	Youth Recreation Committee	....	1	....	....	....	1	1	1	....	....	....	....	....	....	1,000	600	1,800	P	14
15	Ellensburg	5,944	Park Department	2	2	....	1	....	1	1	....	....	....	....	....	....	1	.....	929	4,268	M*	15
16	Everett	30,224	Recreation Council, Park Department, and Schools	7	8	....	1	....	8	....	....	1	....	....	1	....	....	567	1,766	[3]2,619	M, P	16
17	Kelso	6,749	School District and City Council	2	6	....	2	....	4	4	....	....	....	....	....	....	1	.....	3,620	4,170	P, F*	17
18	King County[76]	504,980	County Parks Department District No. 2	8	8	10	....	....	6	....	6	1	....	....	....	....	1	13,500	35,100	62,440	M	18
19	Longview	12,385	Recreation Committee	2	6	....	....	....	2	2	2	....	....	....	....	1	....	259	2,579	3,746	M, P, F	19
20	Pasco	3,913	City Council and Park Board	10	14	3	10	14	4	2	4	1	....	....	....	....	....	4,000	5,600	9,600	M P F*	20
21	Pullman	4,417	Kiwanis Club	2	2	....	....	....	1	1	....	....	....	....	....	....	1	.....	.....	1,600	P*	21
22	Puyallup	7,889	Kiwanis Club and Women's Chamber of Commerce	....	6	....	....	....	1	1	1	....	....	....	....	....	....	.....	1,800	2,300	M, P*	22
23	Seattle	368,302	Park Department	33	34	26	20	30	35	20	15	10	6	1	3	1	1	13,419	99,852	299,675	M, F*	23
24	Sedro-Woolley	2,954	Park Board and School District No. 101	4	....	....	....	....	....	....	6	1	....	....	....	....	....	1,750	720	2,750	M, P, F	24
25	Spokane	122,001	Park Department	20	40	....	....	....	12	11	17	....	....	....	2	1	5	3,106	24,730	115,040	M*	25
26	Tacoma	109,408	Recreation Commission	21	43	3	42	327	11	11	13	3	....	....	....	1	....	.....	43,826	59,000	M	26
27	Vancouver	18,788	Greater Vancouver Recreation Commission	127	110	70	2	1	4	4	17	....	....	....	....	1	....	.....	138,383	157,706	M, P, F	27
28	Wenatchee	11,620	Park Department	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	3,794	M	28
29	Yakima	27,221	Metropolitan Park Board	3	11	....	....	....	4	4	....	....	....	....	....	....	2	.....	.....	7,003	M, P, F	29
	West Virginia																					
30	Cameron	1,998	City Council	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	.....	M	30
31	Clarksburg	30,579	Playground Council, Inc.	3	15	....	[5]17	....	11	11	....	....	....	....	....	....	....	.....	3,238	4,838	M, P	31
32	Elkins	8,133	Junior Department, Womans Club	1	1	....	....	....	2	2	....	....	....	....	....	....	....	25	300	400	P	32
33	Fairmont	23,105	City Playground Association, Inc.; Swimming Pool Board	2 1	10 1	....	 5	....	10 1	10 1	10	....	....	....	....	....	....	.....	2,500 1,500	3,500 1,000	P M*	33 a
34	Hinton	5,815	Board of Education	....	2	1	....	....	....	....	....	1	....	....	....	....	....	.....	.....	12,278	M	34
35	Logan	5,166	Lions Club	1	5	....	....	....	5	5	1	....	....	....	....	....	....	.....	1,125	1,500	M	35
36	Mannington	3,145	Park Board	1	1	....	1	3	1	1	....	....	....	....	....	....	1	.....	.....	500	P*	36
37	Marion County[76]	68,683	County Recreation Committee	12	24	....	10	15	....	....	14	....	....	....	....	....	....	1,000	.....	6,000	P	37
38	Monongalia Co.[77]	51,252	County Recreation Council	2	9	1	20	35	9	9	2	....	....	....	....	....	....	.....	3,551	4,586	P	38
39	Montgomery	3,231	Lions Club, Inc	1	1	....	2	8	2	2	1	....	....	....	....	....	....	.....	335	455	P	39
40	Moundsville	14,168	Spurr Memorial Playground Board	4	1	....	....	....	2	2	1	....	....	....	....	....	....	.....	1,440	[1]1,440	P	40
41	Pleasant County[78]	6,692	County Park Commission	2	1	....	....	....	1	1	1	....	....	....	....	....	....	.....	975	1,475	M, P	41
42	South Charleston	10,377	City of South Charleston	1	6	5	7	12	3	3	1	....	....	....	....	....	....	.....	6,000	12,000	M*	42
43	Wheeling	61,099	Park Commission; Recreation Department[1]	5 32	1 40	 2	 10	 10	 28	 28	 7	....	....	1	1	1	2 1	.....	3,000 7,000	44,579 27,605	M* M, P	43 a
44	Williamson	8,366	Kiwanis Club and Swimming Pool Board	1	1	....	5	....	2	2	....	....	....	....	....	....	1	.....	500	1,500	P*	44
	Wisconsin																					
45	Algoma	2,652	Perry Field Commission	1	1	....	....	....	1	1	1	1	....	....	....	....	....	.....	330	350	M	45
46	Appleton	28,436	Recreation Department[1]	14	2	[12]1	20	8	....	....	4	....	....	....	....	....	....	.....	1,896	4,001	M	46
47	Beaver Dam	10,356	Park Board	2	1	....	....	....	....	....	....	1	1	....	....	....	1	2,800	1,420	7,600	M	47
48	Berlin	4,247	Park Board	1	1	....	....	....	1	1	....	....	....	....	....	....	1	.....	700	1,115	M	48
49	Boscobel	2,008	Park Commission	1	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	.....	2,000	M	49
50	Chilton	2,203	Recreation Board	....	3	....	4	2	2	2	1	....	....	....	....	....	....	.....	700	900	M*	50
51	Chippewa Falls	10,368	Family Service	....	1	1	3	15	2	2	2	....	2	....	....	....	....	.....	2,339	2,645	P	51
52	Crandon	2,000	City and Board of Education	4	....	....	....	....	2	2	....	....	....	....	....	....	....	.....	.....	[4]100	M	52
53	Cudahy	10,651	Board of Education	3	....	....	....	....	3	3	3	....	....	....	....	1	....	.....	2,500	3,000	M	53
54	Durand	1,858	Board of Education and City Council	1	1	....	5	5	3	2	2	1	....	....	....	....	....	.....	.....	850	M	54
55	Eau Claire	30,745	City Council	7	8	....	....	....	8	8	1	2	....	....	....	....	....	.....	4,000	6,000	M	55
56	Fond du Lac	27,209	Recreation Department, Board of Education	1	....	....	8	15	14	6	13	....	....	....	....	....	....	.....	.....	11,159	M*	56
57	Green Bay	46,235	Recreation Department, Park Board	55	45	2	22	15	14	14	7	....	....	....	....	1	....	.....	.....	20,000	M*	57
58	Greendale	2,527	Municipal Recreation Department	5	9	2	8	12	5	5	1	....	....	....	....	....	....	.....	3,350	6,488	M*	58
59	Hartford	3,910	Park Committee, Common Council	1	2	....	1	1	2	2	2	1	1	....	....	....	....	.....	.....	1,800	M	59
60	Horicon	2,253	Park Board	....	....	....	....	10	....	....	1	....	....	....	....	....	....	325	.....	325	M	60
61	Janesville	22,992	City Recreation Department	9	12	....	....	....	7	7	....	1	....	....	1	....	1	.....	.....	.....	M	61
62	Jefferson	3,059	Park Commission	1	....	....	....	....	1	1	....	....	....	....	....	....	....	.....	.....	500	M	62
63	Kaukauna	7,382	Committee of Public Health and Education	7	2	....	....	....	2	2	1	....	....	....	....	1	1	.....	.....	3,000	M	63
64	Kenosha ●	48,765	Department of Public Recreation, Board of Education; Parks Department	71	30	1	40	35	16	7	11	2	....	1	....	1	....	.....	13,423	19,674 67,924	M* M*	64 a
65	Kenosha County[76]	63,505	County Park Commission	....	....	....	....	....	....	....	....	1	....	....	1	....	....	.....	.....	35,859	M*	65
66	Kewaunee	2,533	City of Kewaunee	1	....	....	....	1	1	1	....	1	....	....	....	....	....	.....	260	260	M	66
67	Kimberly	2,618	School Board	1	2	....	....	....	2	....	2	....	....	....	....	....	1	.....	.....	2,500	M	67

Footnotes follow

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support[4]	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Wisconsin—Cont.																					
1	Kohler	1,789	School District No. 2	1	2	....	12	12	1	1	1	....	....	....	....	....	....	....	720	970	M	1
2	La Crosse	42,707	City Recreation Department[1]	28	10	1	138	115	8	8	5	....	....	....	....	....	1	....	6,421	9,756	M*	2
			Park Department	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	[5]5,400	M	a
3	Lancaster	2,963	Park Board	1	....	....	....	....	....	....	....	....	....	....	1	....	....	1	....	2,905	M*	3
4	Madison	67,447	Board of Education	110	105	....	18	....	16	16	11	8	....	....	....	....	....	....	....	28,283	42,102	M*	4
5	Manitowoc	24,404	Board of Education	2	2	....	....	....	....	....	....	....	....	....	....	....	2	....	....	1,500	[3]1,500	M	5
			Recreation Department[1]	45	12	1	5	7	9	5	9	....	....	....	....	....	....	....	978	7,346	15,441	M*	a
6	Marshfield	10,359	Recreation Committee	12	4	....	....	....	2	2	1	....	....	....	....	....	....	1	....	1,450	8,588	M*	6
7	Mayville	2,754	Park Board	4	2	....	....	....	1	1	....	1	....	....	....	....	....	1	....	508	1,010	M	7
8	Milwaukee	587,472	Department of Municipal Recreation and Adult Education, Public Schools	480	428	38	....	14	62	62	32	....	3	....	....	....	....	+	121,716	319,439	665,805	M, F*	8
			Bureau of Bridges and Public Buildings	....	....	....	....	....	....	....	....	....	....	....	....	7	....	....	....	....	103,608	M	a
9	Milwaukee County[80]	766,885	County Park Commission	12	....	12	....	....	8	8	12	8	2	1	6	....	7	....	14,000	423,166	M*	9
10	Monroe	6,182	Park Board	7	6	....	....	....	1	1	....	....	....	....	....	....	....	1	402	2,446	5,392	M*	10
11	Monticello	716	Village Board	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	495	744	M*	11
12	Montreal	1,700	Recreation Department[1]	1	1	....	....	....	1	1	1	....	....	....	....	....	....	....	....	1,423	1,529	M	12
13	Mosinee	1,361	Department of Recreation[1]	3	....	1	4	6	3	2	1	....	1	....	....	....	....	1	900	2,295	3,500	M	13
14	Neenah	10,645	Athletic Board	4	7	....	....	....	4	4	3	....	....	....	....	....	....	1	....	2,059	2,728	M, P	14
15	New Lisbon	1,215	City Council	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	200	M	15
16	New Richmond	2,388	Youth Council	2	....	....	2	....	....	....	1	1	....	....	....	....	....	....	....	1,445	2,556	M	16
17	Oshkosh	39,089	Department of Recreation, Board of Education	88	15	2	....	....	7	7	7	3	....	....	....	....	1	....	13,085	25,335	M*	17
18	Park Falls	3,252	City of Park Falls	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	1,810	M	18
19	Pewaukee	1,352	Village Clerk	....	1	....	12	6	....	....	....	1	....	....	....	....	....	....	....	125	208	M	19
20	Port Washington	4,046	Recreation Department[1] and City	3	3	....	5	5	1	1	1	2	....	....	....	....	....	1	....	1,453	3,711	M*	20
21	Prairie du Chien	4,622	City of Prairie du Chien	1	3	....	2	3	2	2	1	....	....	1	....	....	....	1	....	500	1,100	M	21
22	Racine	67,195	Recreation Department[2]	68	33	4	8	4	15	15	8	3	2	2	1	1	1	4,521	18,712	37,640	M	22
23	Rhinelander	8,501	Recreation Department	1	....	1	1	5	2	2	2	1	....	....	....	....	....	....	....	2,040	4,998	M*	23
24	Rice Lake	5,719	Park Board	1	....	1	....	....	....	....	1	1	....	....	....	....	....	....	....	....	1,825	M	24
25	Ripon	4,566	School Board	1	1	....	2	4	4	4	1	....	....	....	....	....	....	....	....	600	900	M	25
26	Shawano County	35,378	County Rural Planning Committee	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	M*	26
27	Sheboygan	40,638	Department of Recreation, School Board	44	23	1	15	10	11	11	7	....	....	....	....	....	....	1	3,000	9,700	18,294	M*	27
			Park Division, Board of Public Works	13	4	....	....	....	....	....	....	5	....	....	....	....	....	....	....	....	13,140	M	a
28	Shorewood	15,184	Opportunity School and Village	32	31	2	....	....	3	....	2	1	....	....	....	....	1	....	25,456	42,721	M, F*	28
29	South Milwaukee	11,134	Board of Education	3	2	....	....	....	4	4	1	....	....	....	....	....	....	....	2,994	4,275	M*	29
30	Spooner	2,639	City Schools	2	1	....	....	....	2	2	2	1	1	....	....	....	....	....	....	....	1,800	M	30
31	Stevens Point	15,777	Park Department	2	....	....	....	....	....	....	2	2	....	....	....	....	....	....	....	....	1,200	M	31
32	Sturgeon Bay	5,439	Department of Recreation[1]	8	9	[12]3	....	....	3	3	7	2	....	....	....	....	....	....	2,000	4,144	8,630	M, F*	32
33	Tomah	3,817	Park Board	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	600	M	33
34	Two Rivers	10,302	Department of Recreation[1]	10	2	1	....	....	3	3	3	1	....	....	....	....	....	1	....	5,824	27,781	M*	34
35	Waukesha	19,242	Department of Public Recreation[1]	25	15	....	2	3	4	4	....	....	1	....	....	....	....	1	....	5,851	20,619	M*	35
36	Wausau	27,268	Park Commission, Police Department, and Y. M. C. A.	11	....	....	....	....	13	4	1	....	....	....	....	....	....	1	....	1,997	[3]7,583	M, P	36
37	Wauwatosa	27,769	Recreation Department[1]	38	22	....	....	....	6	6	1	....	2	....	....	....	1	....	....	15,604	23,514	M*	37
38	West Allis	36,364	Department of Recreation, Board of Education	160	20	7	....	....	10	1	6	....	....	....	....	....	1	....	....	33,133	49,000	M	38
39	West Bend	5,452	City Athletic Commission	10	5	....	4	2	3	2	3	1	....	....	....	....	....	....	....	2,500	4,000	M, P*	39
40	Whitefish Bay	9,651	Recreation Department[1]	10	6	1	130	130	3	3	2	....	....	....	....	....	....	....	4,600	13,400	18,000	M*	40
41	Wisconsin Rapids	11,416	Park and Pool Commission	2	2	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	3,000	M	41
	Wyoming																					
42	Casper	17,964	Defense Recreation Committee	11	6	8	8	12	6	4	4	....	1	1	1	1	1	10,000	10,000	60,000	M P F*	42
43	Cheyenne	22,474	Youth Council	10	20	....	....	....	10	3	7	1	....	....	....	1	1	....	11,000	12,231	M, P*	43
44	Lander	2,594	Department of Parks	....	....	....	4	....	....	....	....	....	....	1	....	....	1	....	....	358	M	44
45	Rock Springs	9,827	Park Department	....	1	....	4	2	....	4	....	....	....	1	....	....	1	....	300	1,125	M, P*	45
46	Sheridan	10,529	City Council	....	3	....	....	....	....	....	1	....	....	....	1	....	1	533	1,231	2,488	M*	46
	Hawaii																					
47	Honolulu City and County	258,256	City and County Recreation Commission	29	31	13	[51]325	....	41	1	2	1	1	....	....	....	1	....	59,722	75,847	M, P	47
	CANADA																					
	Alberta																					
48	Calgary	83,761	Parks Department	2	16	2	....	....	15	15	8	....	....	1	1	....	1	....	5,330	33,203	M	48
49	Medicine Hat	10,300	Playgrounds and Recreation Commission, City and Golf Clubs	2	3	....	10	5	7	7	4	1	2	....	2	....	[14]4	....	....	[3]25,438	M*	49
	British Columbia																					
50	Nanaimo	6,745	Youth Activities Council	1	....	....	75	50	....	....	2	....	....	....	....	....	....	....	1,500	1,500	M, P*	50
51	Vancouver	275,000	Board of Park Commissioners	7	25	....	....	....	15	15	....	8	....	....	2	1	4	6,800	15,000	60,000	M	51
52	Victoria	42,907	Department of Parks	....	2	....	....	20	2	2	3	....	....	....	....	....	....	....	800	450	14,783	M, P	52
	Manitoba																					
53	St. Boniface	17,995	Public Parks Board	....	....	....	6	....	....	....	....	....	....	....	....	....	1	....	....	....	[3]300	M	53
54	Winnipeg	217,994	Public Parks Board	11	27	1	....	....	18	18	....	....	....	....	2	2	1	5,500	10,765	101,523	M*	54
	New Brunswick																					
55	Fredericton	9,905	City Council	3	1	....	....	....	1	1	....	2	....	....	....	....	....	....	600	1,100	2,200	M	55
56	Moncton	22,411	Kiwanis Club	2	3	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	● 1,650	P	56
	Nova Scotia																					
57	North Sydney	6,139	Playgrounds and Recreation Commission	1	....	....	1	....	2	2	....	1	....	....	....	....	....	....	185	625	M, P,	57

the table

No. of City	STATE AND CITY	1940 Population	Managing Authority	Paid Recreation Leadership			Volunteer Workers		Playgrounds Under Leadership		Buildings and Indoor Centers	Bathing Beaches	Day Camps	Golf Courses, 9-Hole	Golf Courses, 18-Hole	Swimming Pools, Indoor	Swimming Pools, Outdoor	Expenditures Last Fiscal Year			Source of Financial Support †	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	Men	Women	Total	Summer Only								Land, Buildings, Permanent Improvements	Leadership Salaries and Wages	Total		
	Ontario																					
1	Brantford	32,274	Playgrounds and Recreation Commission.	4	15	1	...	...	8	...	...	...	...	1	...	...	1	3,000	6,100	11,000	M	1
2	Cornwall	11,126	Athletic Commission	9	...	3	6	...	5	3	2	1	2	...	...	...	1	...	5,500	6,000	M	2
3	Fort William	30,317	Recreational Committee and Parks Board	7	7	1	25	10	5	...	6	1	1	...	...	...	1	...	4,500	6,000	M	3
4	Hamilton	164,719	{Board of Park Management	...	...	2	...	...	...	...	...	...	...	...	1	1	...	...	3,500	39,881	M*	4
			{Playgrounds and Recreation Commission	4	37	1	3	5	20	...	...	...	...	...	...	...	...	...	12,115	16,914	M, P	a
5	Kingston	29,545	Parks Committee	...	6	...	11	7	4	4	...	2	...	...	...	...	...	...	1,230	7,406	M	5
6	Kitchener	35,456	Board of Park Management	3	...	...	...	...	2	2	...	...	...	...	...	...	1	...	1,600	9,349	M*	6
7	London	78,264	Public Utilities Commission	24	14	1	30	12	9	9	...	2	...	1	1	...	2	4,000	6,700	24,136	M*	7
8	Ottawa	154,585	Playgrounds Department[1]	19	18	1	4	5	15	15	1	4	...	...	...	2	...	6,558	13,897	50,116	M	8
9	Sault Ste. Marie	25,620	Recreation Committee, City Council	8	11	1	...	...	19	11	5	...	...	...	...	...	...	3,018	6,999	14,203	M*	9
10	Smiths Falls	7,108	Town of Smiths Falls	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	166	M	10
11	Toronto	657,612	Parks Department	229	204	15	...	...	89	33	66	7	...	...	...	...	...	...	...	[2]288,174	M	11
12	Windsor	104,415	Playground Association	9	26	...	...	...	17	17	...	...	...	...	...	4	...	...	4,121	6,665	M, P	12
	Quebec																					
13	Hempstead	...	Recreational Association	...	1	...	50	25	2	...	2	...	...	...	...	...	...	...	300	2,700	M*	13
14	Hull	29,433	Commission Municipale des Terrains de Jeux et Récréation	...	...	...	15	10	6	2	...	1	...	...	...	...	2	...	...	3,000	M*	14
15	Montreal	1,307,592	{Parks and Playgrounds Association, Inc.	6	11	3	...	...	7	6	1	...	...	...	...	...	...	...	16,964	36,351	M, P*	15
			{Division of Games and Sports, Public Works Department	145	136	27	...	...	38	38	14	1	...	...	1	17	...	...	75,500	219,800	M	a
			{Playgrounds Association	2	2	...	2	2	2	2	...	1	...	...	...	...	...	...	509	1,730	M, P	16
16	Quebec	147,908	L'Oeuvre des Terrains de Jeux de Quebec, Inc.	33	27	3	111	21	10	1	...	...	...	...	...	...	5	20,200	34,000	65,300	M P F*	a
17	Saint Hyacinthe	13,448	Parcs Committee	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	M*	17
18	Saint Jean	...	Oeuvre des Terrains de Jeux	...	...	...	24	12	2	2	...	1	...	...	...	...	...	...	...	6,000	M, P, F	18
19	St. Lambert	6,320	City Council	2	...	...	...	...	...	...	...	1	...	[11]	...	...	...	1,180	2,430	5,185	M	19
20	Shawinigan Falls	15,345	Oeuvre des Terrains de Jeux	5	1	...	15	18	2	1	2	...	...	...	...	...	2	...	1,775	5,775	M, P, F	20
21	Sherbrooke	35,487	{Oeuvre des Terrains de Jeux	10	16	...	16	5	5	4	1	1	...	...	...	...	...	500	900	3,000	M, P	21
			{Park Department	15	...	2	25	15	6	4	1	2	2	...	...	...	3	...	...	21,000	M	a
22	Valleyfield	11,411	Park Department	10	2	...	...	...	5	5	...	...	...	...	...	...	2	...	...	12,963	M	22
23	Verdun	65,927	Municipal Playground Commission	24	14	2	...	...	9	9	...	...	...	...	...	...	2	4,919	5,921	67,823	M*	23
24	Westmount	24,959	Parks Department	2	3	1	6	...	4	...	...	...	...	...	...	...	...	...	2,752	15,430	M	24
	Saskatchewan																					
25	Moose Jaw	19,805	Parks Board	...	16	1	...	...	6	6	...	1	...	...	...	...	...	...	2,800	6,400	M, P*	25
26	Regina	56,520	Parks Department	9	24	8	...	...	12	12	1	2	...	...	1	...	2	...	18,500	23,800	M	26
27	Saskatoon	42,269	Playgrounds Association	15	12	1	22	14	7	7	1	...	...	...	...	...	1	3,716	7,671	14,606	M, P*	27

FOOTNOTES

† Under Sources of Financial Support, M—Taxes and other Public Funds; P—Private Funds; F—Federal and State Funds.

* Indicates that some of the money spent came from fees and charges.

1. This department is administered by an official policy-making board.
2. This department is administered by an advisory board.
3. Expenditures data are incomplete.
4. This report covers recreation facilities in Clearwater, Compton, Enterprise, Lynwood, and Willowbrook.
5. This report covers recreation facilities in Berkeley, Oakland, and several other East Bay communities.
6. This report covers recreation facilities in Bell, Gardena, Huntington Park, San Fernando, South Gate, Torrance, Vernon, and in unincorporated communities.
7. This report covers recreation facilities in Altadena, Arcadia, Azusa, Baldwin Park, Bellflower, Bell Gardens, City Terrace, Downey, Duarte, East Los Angeles, East Montebello, El Monte, Florence, Garvey, La Crescenta, Lawndale, Temple City, Val Verde, Watts, and West Hollywood.
8. This report covers recreation facilities in Leucadia, Ramona, and Solana Beach.
9. Includes $6,381 spent by Park Department for developing and maintaining recreation areas.
10. This report covers recreation facilities in Burlingame and San Mateo.
11. Leased to a private operator.
12. Appointed during 1944.
13. The recreation facilities reported are in Leadville.
14. The recreation facilities reported are in Pueblo and Fulton Heights.
15. Maintains a program of community recreation for colored citizens.
16. These courses are controlled by the National Park Service.
17. Six of these pools are controlled by the National Park Service.
18. Includes expenditures in connection with pools and golf courses under control of the National Park Service, U. S. Department of Interior.
19. Includes $41,500 for land purchased by City Council and allocated to Recreation Department.
20. Extends over a distance of approximately seven miles.
21. This is a lake with several beaches.

22. The recreation facilities reported are in Brunswick.
23. The recreation facilities reported are in Gainesville.
24. Recreation Commission does not operate a recreation program. Its functions are coordination, research, and planning.
25. This report covers the recreation facilities in Chicago, Lyons, Niles Center, Palatine, Palos Park, Leyden, and Thornton Townships.
26. This figure represents expenditures for pools and golf courses only.
27. The golf course reported is in Rockton.
28. The centers and facilities reported are in Crown Point.
29. This report covers recreation facilities in Boston, Brighton, Cambridge, Canton, Hull, Lynn, Medford, Nahant, Revere, Swampscott, Weston, Winchester, Winthrop, and other communities.
30. The bathing beach is controlled by the Park Commission.
31. The recreation facilities reported are in Iron Mountain.
32. These workers were employed only ten months in 1944.
33. The centers and facilities reported are in Crystal Falls and Stambaugh Township.
34. The recreation facilities reported are in Solon Township.
35. The recreation facilities reported are in Copper Harbor.
36. This report covers recreation facilities and services in Hibbing and several near-by communities.
37. Includes an estimated $3,960 spent by the Board of Education for the community use of its facilities.
38. These facilities are operated by private groups.
39. Leased to Golf Club Association.
40. Golf course is located in Reno.
41. Five miles of bathing beach are provided.
42. This report covers recreation facilities in Audubon, Collingswood, Haddonfield, Haddon Heights, Merchantville, and Pennsauken.
43. This report covers recreation facilities in Belleville, Caldwell, East Orange, Irvington, Montclair, Newark, Nutley, Orange, and Verona.
44. The centers and facilities reported are in Highland Park and Metuchen.
45. One of these workers is on military leave.
46. The centers and facilities reported are in Clifton, Wayne Township, and West Paterson.
47. This is a 27-hole golf course.
48. This report covers recreation facilities in Berkshire Valley, Port Morris, and Succasunna.
49. This report covers recreation facilities in Clark, Cranford, Elizabeth, Fanwood, Garwood, Hillside, Kenilworth, Linden, Mountainside, New Providence, Plainfield, Rahway, Roselle, Roselle Park, Scotch Plains, Springfield, Summit, Union, Westfield, and Winfield.
50. The centers and facilities reported are in Brighton, Brockton, Chili, East Rochester, Fairport, Gates, Honeoye Falls, Irondequoit, Penfield, Pittsford, and Spencerport.
51. Includes both men and women leaders.
52. The centers and facilities reported are in Camp Brockway, Liverpool, Onondaga Lake Park, Pompey, and Pratt's Falls.
53. This report covers recreation facilities in Ardsley, Cortland, Harmon, Mount Vernon, New Rochelle, Rye, Scarsdale, Tarrytown, White Plains, and Yonkers.
54. Program operated only a few days; discontinued because of infantile paralysis.
55. Operated by a golf club.
56. This amount includes $26,690 spent by the Park Department for the maintenance of recreation facilities.
57. Of this number forty-two are children's pools.
58. This report covers recreation facilities in Bay Village, Cleveland, Fairview, Hinckley, Parkview Village, and Strongville.
59. The recreation facilities reported are in Sycamore Township.
60. The centers and facilities reported are in Boston and Richfield Townships.
61. This report covers recreation facilities in Bethel, Hampton Township, McCandless, Pine, and Snowden Townships.
62. The Recreation Board promotes a county-wide recreation program and cooperates with local recreation agencies throughout the county.
63. The centers and facilities reported are located in Clifton Heights and Lansdowne.
64. Spent from November 1 to December 15, 1944.
65. This report covers recreation facilities in Edwardsville, Hanover Township, Kingston, Larksville, Plymouth, Sugar Notch, Warriors Run, and Wilkes-Barre.
66. Includes $1,500 spent directly by three communities.
67. Supervision provided by the Recreation Commission.
68. The recreation facility reported is in Galveston.
69. These figures which are incomplete include $120,253 spent by the Parks and Recreation Commission.
70. This municipal course was not operated by the Recreation Department.
71. Includes $28,000 spent for operation of the golf courses.
72. Includes $452 spent from special city funds.
73. This report covers recreation facilities in Hampton and Phoebus.

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74. Includes $4,450 spent by the Department of Parks and Forestry for pool maintenance.
75. The centers and facilities are located in the following rural areas: Burien, Des Moines, Enumclaw, Riverton Heights, Southern Heights, Vashon, and White Center.
76. This report covers the recreation facilities in Barrackville, Edgmont, Fairmont, Fairview, Kingmont, Mannington, Monongah, and Riverville.
77. This report covers recreation facilities in Blacksville, Chaplin, Dellslow, Everettsville, Jerome Park, Morgan Heights, Morgantown, and Osage.
78. The centers and facilities reported are in St. Marys.
79. This report covers recreation facilities in Salem and Somers.
80. This report covers recreation facilities in Cudahy, Brown Deer, Milwaukee, and South Milwaukee.
81. This report covers recreation facilities in the villages of Bronxville and Tuckahoe.

Photo by N. F. Sanford *Courtesy Girls' League Association, Pittsfield, Mass.*

National Recreation Association

Incorporated

FINANCIAL SUMMARY 1944

Balance, January 1, 1944		$ 5,392.87
Receipts		328,232.07
Contributions	$195,063.25	
Other	133,168.82	
Total		$333,624.94
Expenditures		328,813.48
Balance, December 31, 1944		$ 4,811.46

ENDOWMENT AND RESERVE FUNDS

Special Fund (Action of 1910)		$ 25,000.00
Lucy Tudor Hillyer Fund		5,000.00
Emil C. Bondy Fund		1,000.00
George L. Sands Fund		12,981.72
"In Memory of J. I. Lamprecht"		3,000.00
"In Memory of Barney May"		2,500.00
"In Memory of Waldo E. Forbes"		1,403.02
Ellen Mills Borne Fund		3,000.00
Frances Ross Poley Memorial Fund *	$6,167.72	
Less: Loss on Securities	953.31	
		5,214.41
Other Gifts		175.00
C.H.T. Endowment Fund		500.00
Frances Mooney Fund		1,000.00
Sarah Newlin Fund		500.00
"In Memory of William Simes"		2,000.00
"In Memory of J. R., Jr."		250.00
Frances R. Morse Fund		2,000.00
Ella Van Peyma Fund		500.00
Nettie G. Naumburg Fund		2,000.00
"In Memory of William J. Matheson"		5,000.00
Alice B. P. Hannahs Fund		1,400.00
"In Memory of Alfred W. Heinsheimer"		5,000.00
"In Memory of Daniel Guggenheim"		1,000.00
Nellie L. Coleman Fund		100.00
Elizabeth B. Kelsey Fund		500.00
Sarah Fuller Smith Fund		3,000.00
Annie L. Sears Fund		2,000.00
John Markle Fund		50,000.00
Katherine C. Husband Fund		884.55
Leilla S. Kilbourne Fund		6,250.00
Ella Strong Denison Fund		$ 200.00
Annie M. Lawrence Fund		960.73
Frederick Mc'Owen Fund		1,000.00
Clarence M. Clark Fund		50,662.20
John G. Wartmann Fund		500.00
"In Memory of Joseph Lee"		1,025.00
Henry Strong Denison Fund*		50,000.00
"In Memory of Seaman F. Northrup"		500.00
E M F Fund		500.00
Emergency Reserve Fund		155,000.00
Gain on Sale of Securities		5,546.13
Alexander Felman		75.00
William Purcell Bickett Fund		14,075.84
"In Memory of Margaret Hazard Fisher"		1,100.00
Alice J. Shepley Fund		100.00
Ruel Crompton Fund		1,007.52
Helen L. Jones Fund		504.50
Caroline B. McGeoch Fund		911.08
Caroline R. Read Fund	$ 928.22	
Received in 1944	1,687.44	
		2,615.66
"In Memory of Walter A. May"	$3,372.50	
Received in 1944	315.00	
		3,687.50
The Valentine Perry Snyder Fund		50.00
Catherine W. Faucon Fund		1,000.00
Grant Walker Fund **		125,721.00
Estate of Helen B. North		1,000.00
RECEIVED IN 1944		
Mary F. Lanier Fund		100.00
		$561,000.86

*Restricted
**$50,000 of this fund is restricted

National Recreation Association

Incorporated

OFFICERS

ROBERT GARRETT, *Chairman of the Board*
SUSAN M. LEE, *Secretary of the Board*
GUSTAVUS T. KIRBY, *Treasurer*
JOHN G. WINANT, *First Vice-President*
MRS. OGDEN L. MILLS, *Second Vice-President*
SUSAN M. LEE, *Third Vice-President*
HOWARD BRAUCHER, *President*

DIRECTORS

F. W. H. ADAMS
New York, New York

F. GREGG BEMIS
Boston, Massachusetts

MRS. ROBERT WOODS BLISS
Washington, D. C.

HOWARD BRAUCHER
New York, New York

HENRY L. CORBETT
Portland, Oregon

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WORLD AT PLAY

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The Glorious Fourth

IN 1944 the Recreation Division of Vanport City in Oregon, one of the nation's largest war housing projects planned an all-day, all-out celebration for Independence Day. The shipyards and war plants had no holiday on the Fourth, so the festivities, beginning at 10 A. M., were continued until midnight that all might have a share in them. A parade of youngsters was the morning's feature. Races for children of all ages started the afternoon, and baseball games and a carnival topped it off. In the evening one of the community buildings was the scene of a dance which was open to everybody in the community. The day was declared a large success by everybody concerned.

Mobile Recreation

FOR THE second year the Westchester County, New York, Recreation Commission is conducting a program of "Stayintown" recreation for indoor and outdoor presentation, with movies, community singing, and other local participation. The Commission stands ready to supply a song leader, stereopticon, slides, or song leaflets for community music nights; motion pictures with sound projector and operator; a film library with song films and comedy shorts; special service in dancing, music and handcraft; and help in planning special events which communities may need.

These mobile recreation services are designed to supplement local recreation activities and to provide equipment which the local communities may not have.

Fellowship of Old-Timers

IF YOU ARE one of those who rode a bicycle before 1920, get in touch with Roland C. Geist, coach of Newtown Wheelmen and secretary of the College Cycle Club, 260 West 260th Street, New York 63, N. Y. Mr. Geist is organizing a group of old-time bicyclists who will get together to enjoy some of the cycling spirit of a quarter of a century ago. Plans include several special events during the year—a dinner during the winter to discuss "the good old bicycle days," bicycle tours in the spring and fall, and similar events.

More Playgrounds for Akron, Ohio

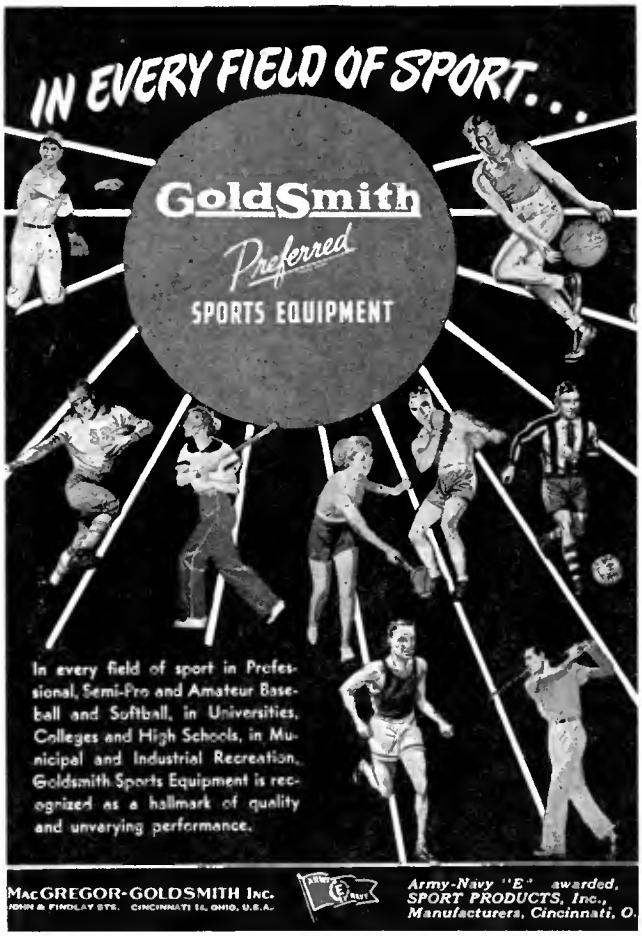
THE CITY COUNCIL of Akron, Ohio, has appropriated $10,000 from the General Fund to supplement the .2 mill Recreation Levy of $62,000. With the assurance that the Board of Education will match the City Council's appropriation, the Recreation Department, of which A. E. Genter is Director, will be enabled to operate more than fifty playgrounds this summer.

Mr. Genter also reports that the Ohio Senate recently adopted a bill by a vote of 17 to 10 which will increase the state limit on Recreation Levies from .2 mill to .5 mill, and decrease the vote required for passage from 65 per cent to a simple majority.

Women's Community Clubs

IN SPITE of the heavy wartime demands upon the time of women, the community clubs sponsored by the Recreation Commission, have continued to meet regularly and carry on timely projects.

Their contributions and work for the American Red Cross and the hospitals has been especially commendable. These women have also acted as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hostesses for the dances held by the Commission. The Clubs are nine in number and are comprised of women who live in the vicinity of a park and playground.

Farmers' Community Park—A few miles outside of Winona, Minnesota, is the Farmers' Community Park, the gift in 1925 of H. G. Garven to Winona County. It is equipped with a number of picnic ovens, tables and benches, comfort facilities, a brick building for the use of the women of the county, a bandstand, a concession building, and two or three other small buildings—one for the use of the 4-H Club and the others serving as headquarters of farm organizations. Other facilities include a softball field, a hard ball field, and a parking area. The park is under the jurisdiction and management of the Winona County Farm Bureau in Lewiston, Minnesota, and, according to Michael Bambeneck, Director of Recreation in Winona, it is widely used by farmers and their families and also by the townspeople.

Children's Parade in Provo, Utah—The Recreation Department cooperated with the Provo Rodeo Days, and conducted a Children's Parade to open the 1944 festivities on July 21, and a Pioneer-Western Parade on July 24. All the playgrounds, nursery schools, Child Day Care Centre, B.Y.U. Training School, L.D.S. Primary Organizations, Boy Scouts and Girl Scouts entered decorated floats, wagons, tricycles and bicycles in the Children's Parade. The theme was "A Strong America." The parade was well received and provided a lot of fun to participants as well as spectators.

Playtown Elections in Montreal—Playtown Elections were held on the five playgrounds despite the fact that wartime conditions with the absence of older children made this type of playground organization more difficult to carry through. Nevertheless, weekly Council meetings were held on three of the grounds and gave the children an opportunity to participate in self-government.

In Ithaca—In planning for the 1945 day camp program, the Board of Education of Ithaca, New York, is looking forward to an expanded program. Last summer four specialists—in nature, dramatics, sports, and arts and crafts—were employed. This year, E. E. Bredbenner, Director of Physical Education and Recreation, writes that the hope is to add several other workers—a leader in campcraft; a worker to take charge of overnight camping; a nutrition expert; and a specialist in health and safety, including first aid instruction.

A Day Camp for Children in Housing Developments—Three hundred and fifty boys and girls from housing developments in San Francisco, California, enjoyed a week's vacation last year at Gilman Beach Day Camp which the Recreation Department conducted from July 17 to September 9. To most of the group the camp offered entirely new experiences—a kind of outdoor living that provided participation in simple pleasures of open spaces and seashore.

The camp was organized and equipped in a very simple manner. The San Francisco Housing Authority provided space for food storage and preparation of meals. Each new group divided into small camp units which established and built a camp of its own. At the end of the week evidence of the camp was obliterated, and the new groups chose other locations. Each unit was successful in relation to the amount of resourcefulness and ingenuity used by members of the group.

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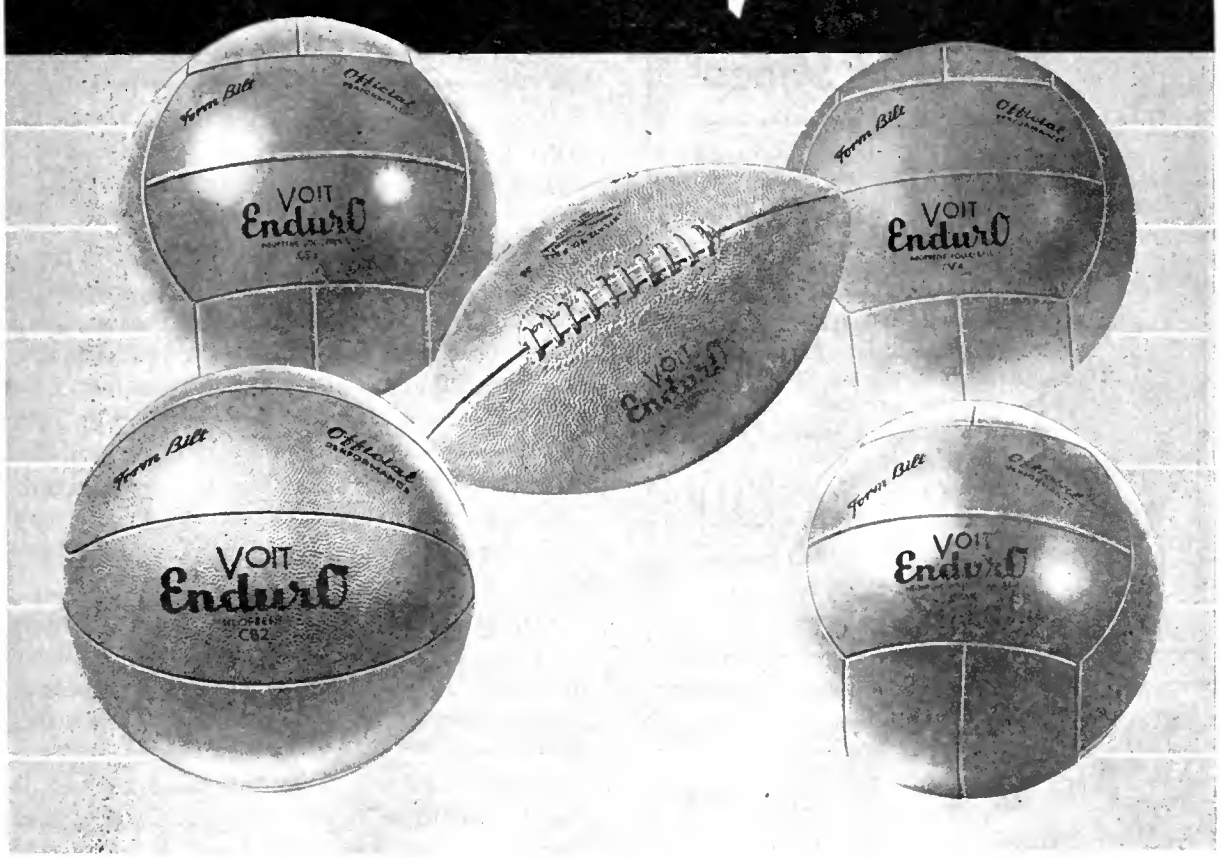

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Because the children who attended camp came from many different states and were living in new surroundings, the camp was able to make a unique contribution to the pleasure and orientation of boys and girls.

A Store Building Becomes Recreation Center—A store building, located in the heart of San Diego's largest colored neighborhood and only recently rented by the USO as a center for colored, has become a community recreation center and the home of the Elite Teen Age Club. The center consists of two store rooms thrown into one by cutting out part of the dividing partition.

An Ounce of Prevention—In past years there had been numerous foot injuries to children at Hamlin Park, Chicago, unavoidable because sharp particles such as glass and stones were inescapable when the children insisted on going barefoot. Last summer in their workshop three hundred or more children made beach clogs to wear in the pool and throughout the park area. These clogs were made from apple and orange box sides and were very easily constructed.

Westchester County Retains County Center—"There are things in this county more valuable than money, and one is recreation. Thousands of persons benefit annually from the work of the recreation center."

Richard H. Levet, who made this statement, is majority leader of the Westchester County, New York, Board of Supervisors which voted 32 to 5 to return the operation of the Westchester County Center to the County Recreation Commission after the building had been taken over for war purposes.

Indoor Adult Club Activities—Activities for adults at Bethlehem, Pennsylvania, during 1943 included a Chess Club sponsored by the Department of Public Recreation. Weekly meetings of the club, according to the 1943 Annual Report, were held at the offices of the Recreation Department. Here men, and occasionally a woman or two, met to match their skill. Two tournaments were held. A round robin tournament carried over from week to week and lasted for two and a half months. Following this came something of a novelty in the form of a "rapid transit tourney" in which each player had but one second to move his man or to forfeit him.

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Progress in Hamilton, Ontario—In 1944 the City Council of Hamilton, Ontario, Canada, appropriated approximately $14,000 to the Hamilton Playgrounds Commission. During the year this amount was raised to $17,000 to take care of new areas. The budget for 1945 is $26,690. In 1944, three new playgrounds were opened and two more will be added in 1945. Hamilton's record is an increase in playgrounds from 15 in 1931 to 24 in 1945.

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On His Own—At Raleigh, N. C., a business man in his thirties, owner of the nicest specialty shop in the city, and so well thought of that he was one of the officers of the business men's groups in the city, became interested in the efforts of the recreation department to make it possible for more boys and girls to go to the summer camp at Sherwood Forest. He raised funds through his own individual effort, and even on business trips to New York, he never forgot the camping fund; usually asked everyone he met for a dollar contribution, and always handed in a neat little sum to the recreation department, after a New York buying trip. This same man was very helpful in efforts to give boys and girls of Raleigh their own teen recreation center.

Family Night—Mexican Style—One of the successful recreation projects at Lawrence, Kansas, is the recreation evening offered the twenty-five or thirty Mexican families of the city at one of the schools. (It had been requested by a Mexican lad of 20.) Sponsor is the city Recreation Commission. The Mexicans themselves have elected their own Managing Committee, and all ages from mothers with babes in arms to fathers with tots and tykes turn out to the dances.

Muny Game Center—The Game Center of Lincoln, Nebraska, was open five afternoons and evenings each week. On Saturdays it was open all day. The activities varied, but most emphasis was placed on the program for the people of the neighborhood. The afternoon and Saturday morning programs were devoted to the boys and girls of the neighborhood. Darts, table games, bowling and table tennis were popular activities with the younger group. Most of the evening activities were planned for adults. One night each week was used for square dancing. A club was organized which met through the entire dancing season. The Lincoln Outdoor Club held its meetings here and a number of church groups used the place for special evenings. The Muny Game Center has been made available by removing all the bath house equipment from the building at the end of the swimming season. "Our experience has shown it is much better to have such a building in use in the off season than to have it lie idle. The upkeep on it is much less when the place is in use. Bath houses in most cities stand idle in winter."

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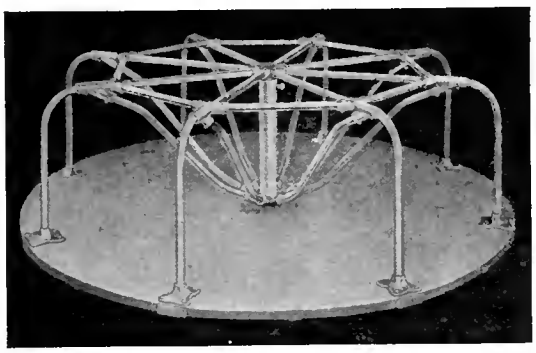

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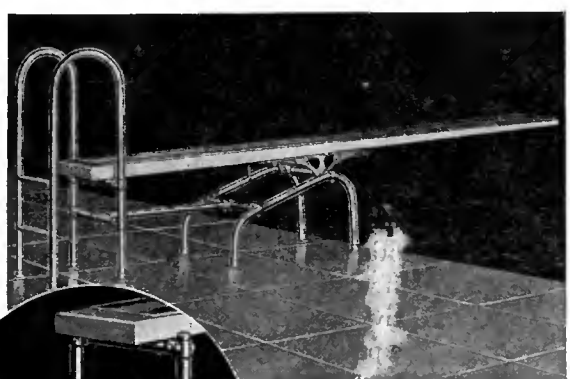

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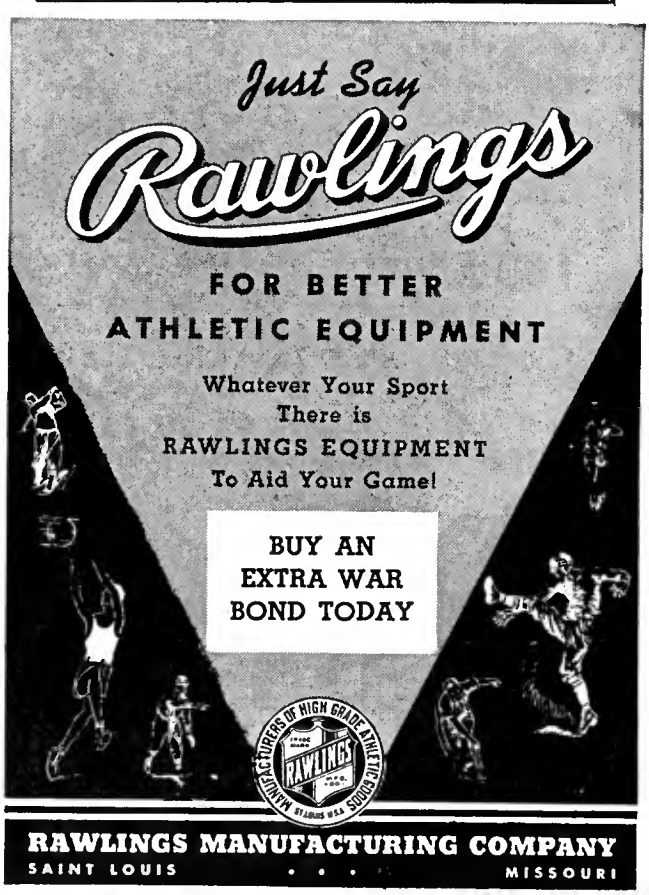

Roller Skating Carnivals—A series of skating carnivals was planned for thickly populated areas adjacent and distant to playgrounds by Frances C. Shimmel, Athletic Director of the Columbia, S. C., Recreation Program.

City departments cooperated in getting various blocks cleaned and barricaded. Gay flags and colored streamers decorated the "horses" and gave a festive atmosphere that delighted the young skaters from the start. Strauss waltzes were played throughout the carnival over a loud speaker. Advance publicity requested those who could give exhibitions to offer their services to add to the success of the affair.

A spinners club from the Carolina Roller Rink volunteered. The group ranged from teen-age enthusiasts to one ex-professional skater 60 years old. The girls were attractively dressed in skaters' suits of white satin trimmed in red, with white kid shoes. They gave exhibitions of spinning and heel and toe skating.

There are three carnivals a week, changing in location until all of the spots needing extra recreation have been covered. The object is to bring skating to the front as a wholesome sport and exercise as well as a top rating social mixer.

Archery—Indoors and Out—Archery is fast becoming an increasing factor in outdoor and indoor recreation at Syracuse, N. Y.

An archery range at Kirk Park attracted many enthusiasts during the summer months. The indoor range was also a very active center.

A city-wide tournament was held at Lower Onondaga Park for the park championship of Syracuse. Inter-city leagues were formed during the winter months which were enjoyed by adults and youngsters.

Learning Through Games—A modern schoolroom should provide play centers for children as well as work centers. The games should vary in kind from those requiring action to the ones that invite quiet and thought. Standards of evaluation may be applied to games just as to any other phase of curriculum: Will the use of these games aid the child in his physical or mental development? Will they aid in his emotional or social development? Will they provide relaxation from more strenuous tasks and yet be suitable for use in the schoolroom? — From "New Tools for Learning," by Alice Miel and Seven Co-workers, in *Childhood Education*, November 1944.

Peter Pan the Magic Man—In 1945 the Department of Parks of New York City sponsored tours of the city playgrounds with Peter Pan the Magic Man, Oscar the Rabbit, and Aleck pooling their talents to entertain the children with tricks, songs, juggling, and ventriloquism.

Reversal—Unlooked for and heartening to a public agency trying to hold together a large and costly park system for increased use after war was the sudden reversal of the 1943 trend in attendance and use of the parks. Instead of scattered groups and stragglers, the Onondaga, N. Y., County Park System last year cared for thousands of visitors and countless group outings and picnics, some of them setting records for attendance. It is no exaggeration to say that if we'd had more room and more help we could have accommodated many more. Many groups seeking reservations at Camp Brockway had to be turned away, and the same thing happened at times in other parks.

Islands and Marshes for Play—Robert Moses, Park Commissioner of New York City, has requested the Board of Estimate to transfer to the Park Department the many city-owned islands and marshes in the broad reaches of Jamaica Bay. Mr. Moses wishes to convert this area into a haven for wild life and a mecca for fishermen and boating enthusiasts. The development would be undertaken as a postwar project. It will include the restoration of the purity of the waters of the bay and the establishment of parkways and recreation centers in near-by areas.

Mr. Moses noted in his letter to the Board of Estimate that even in the present polluted state of the bay thousands of fishermen found recreation on the islands and waters in the summer, while thousands of hikers, campers, canoers, and juvenile explorers set up tents and lean-tos on the islands.

If Mr. Moses' plan is accepted by the City Council and the Board of Estimate, this development in Jamaica Bay will be a decided asset to the recreational resources of New York City.—From *The New York Times,* March 2, 1945.

Fore-Teen-Age—The Bureau of Recreation of Philadelphia, recognizing that patterns of behavior are formed early, feels its responsibility for molding such patterns in young children. In order to discharge this responsibility adequately they are emphasizing fore-teen-age recreation "to educate and guide boys and girls properly early in life."

● As we enter the fourth wartime summer of outdoor sports we are thinking of the boys from thousands of America's tennis players who are now serving their country throughout the world.

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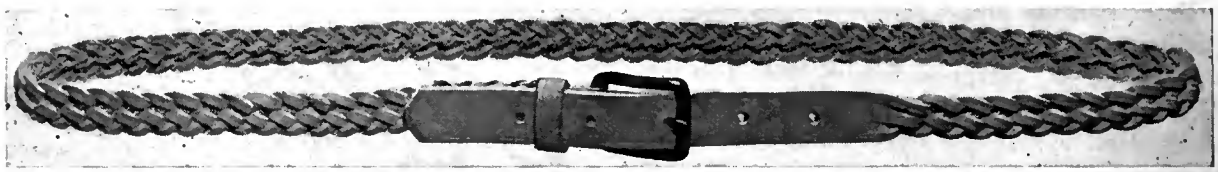

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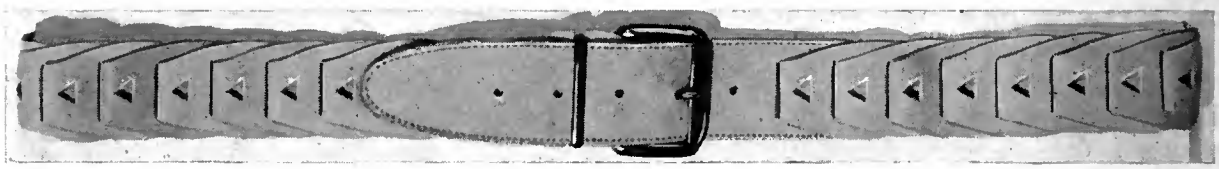

For occupational-therapy and for craft projects, Hortoncraft supplies genuine leather woven belt kits and both narrow and wide link belt kits. All required parts and full instructions are packaged in the kit. NO TOOLS NEEDED. Three typical samples of assembled Hortoncraft belts are illustrated here. For other Hortoncraft projects send for free handbook.

ALSO AVAILABLE—A Few Sets Fine Carving Tools. Set includes swivel cutter and 5 assorted metal stamps. Only $1.95 postpaid, cash with order.

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Story Hours—A member of the staff of the Montclair Public Library in 1944 conducted story hours for the children at the different playgrounds. On special days groups from particular playgrounds went to the Library for moving pictures.

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The Pen Is Mighty—The Parks and Recreation Department and the public library in Salt Lake City, Utah, teamed up to insure plenty of reading for school children. The library provided the books—2,950 of them—appealing to various age groups from preschool children to junior high students. The Park and Recreation Department paid the expenses of circulation and administration. Twice a week, on Tuesdays and Fridays, at 10 A. M., a story hour was held for children from six to ten. The youngsters liked the whole idea. So did the whole community.

Square Dance Festival—A square dance festival was staged recently by the Columbia Recreation Program of Columbia, South Carolina. Through the courtesy of the Richland County Delegation, the Columbia Township Auditorium was used.

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Three of Columbia's popular square dance centers entered the contest: Valley Park, Earlewood Park, and Arsenal Hill Community Center.

The festival opened with a "hillbilly" talent show, composed of string bands, representing each park in colorful mountain costumes. Buck dancers, songsters with guitars and fiddlers and string music made up the show. Following the show, contestants from each park got on the floor with their own caller and bands. Each group was allowed 20 minutes to execute its dance. The judges were chosen from a group of authorities on square dancing from the city. Prizes were awarded by the Mayor of the city, Fred D. Marshall, to the band playing the best square dance music and the best square dance caller, the group executing the best and most varied figures, the group in costumes most nearly like the early American dress, the most typically dressed man, the most typically dressed woman. Four prizes went to Arsenal Hill Community Center, while Valley Park was judged the best band.

Boypower Program at Tower Grove Park, St. Louis—"As an experiment and emergency measure a boypower program was tried last year and was successful in so far as it went. With the cooperation of certain authorities, grade school and high school boys were permitted to take full and part-time jobs in the Park to assist in maintenance wherever feasible. The marked increase in juvenile delinquency and the resultant depredation of park property at the beginning of 1943 determined the policy and gave added impetus to the experiment. In review it is gratifying to know that much youthful energy was diverted into profitable and wholesome channels.

"From the boys' angle apparently the entire program was 'on the beam,' and they are to be credited with a substantial share in the past year's maintenance accomplishment. Their enthusiasm alone was a fine contribution. The chief problem the boypower program developed centered in the rather disconcerting discovery that without exception all boys had signed on the dotted line in anticipation of manning tractors, power mowers and trucks, or taking over the playground soda stand—at least. Paper picking and the humdrum of a park's repetitive routine jobs of daily clean-up were finally settled for and all adjustments hurdled in inimitable youngster style."—From 75th Annual Report, Tower Grove Park, St. Louis, Missouri, 1943.

Play In Education

We are wondering whether all leaders in recreation realize that Joseph Lee's book *Play in Education* is available.

First published in 1916 and out of print for many years, *Play in Education* was reissued in 1942. It is a basic book on the philosophy of play which every recreation worker and play leader should own.

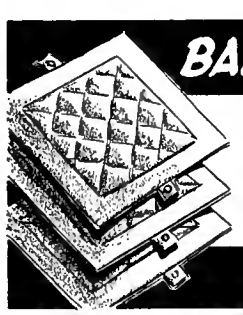
PRICE $1.80

★

If you do not have a copy order one now from the

National Recreation Association
315 FOURTH AVENUE
New York 10, New York

Music — City-Wide — The Department of Parks and Recreation of Salt Lake City, Utah, introduced music in its recreation program for 1944. All over the city music, both instrumental and vocal, was given at the Boys' Clubs and Girls' Clubs one night each week at each center. A city-wide symphony orchestra for the boys and girls was held once a week in the Recreation Department's reception room. The enrollment in the orchestra was 139 with an average attendance at rehearsals of fifty-five.



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A Library Thinks of Youth—A youth club was opened on April 4 by the Aguilar Branch of the New York Public Library, in cooperation with United Neighborhood Houses. The library's third floor, formerly used as a reference room, has been transformed into an attractive recreation room, with easy chairs, settees, game tables, floor lamps, and a radio phonograph. The club members are selecting their own books for the shelves, their own phonograph records, and their own magazines, including movie, radio, boxing and jive publications.

Music in Oshkosh — On Sunday, April 29, 1945, the Department of Recreation of Oshkosh, Wisconsin, presented the combined church choirs of the city and the Oshkosh Civic Symphony in the sixteenth Semi-Annual Concert to be sponsored by the Department. Choirs from eight churches of all denominations participated with the Symphony in a program which included selections from Wagner, Handel, and Gounod, as well as more modern composers.

Boston Re-creates Her Recreational Areas—The Recreation Board of Boston, Massachusetts, has set in motion plans for a new order on the city's playgrounds. A million dollars will be spent on putting the seventy play areas into top-notch shape. In addition plans are in the making for a city-wide play schedule under competent leadership. Programs of other cities, especially of New York, Philadelphia, and Baltimore, are being studied at first hand and on the spot for ideas applicable to Boston's needs in recreation.

With the Union County Park Commission—An increase in attendance of 193,372 over 1943 is reported for the organized recreation program of the Union County Park Recreation Program in 1944. The most substantial gains are shown in such activities as boating, golf, picnicking, softball, swimming, track, nature study, winter sports, and the annual horseshow. Visitors to the Trailside Museum tripled over the 1943 figure with nearly 7,000 people visiting the Museum. More than 1,300 servicemen played on the Galloping Hill Golf Course, with greens fees waived, and at the two park pools at Linden and Rahway, over 3,300 servicemen enjoyed free swims. In addition to those who took part in organized activities, the parks attracted a total of 1,165,690 hikers and walkers.

The Society of Recreation Workers of America

THE SOCIETY OF RECREATION WORKERS of America as of June 8, 1945, had a membership of 545, with 61 applications pending awaiting verification of addresses and other details. There are now 15 affiliated groups comprising 400 active members, an increase of 90 over the number in that group last year.

As announced in the December 1944 issue of RECREATION, Milo F. Christiansen, Superintendent of Recreation, Public Recreation Department, Washington, D. C., is President of the Society. The Secretary is George T. Sargisson, formerly of Chester, Pennsylvania, now Executive Director of Recreation Promotion and Service, Inc., Wilmington, Delaware.

Wayne Sommer is Chairman of the Membership Committee of the Society, and applications for membership should be sent him care of the Council of Social Agencies, 1101 M Street, N. W., Washington 5, D. C.

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Teen-Age Canteens — At Grand Junction, Colorado, the USO and the Recreation Commission cooperated with teen-agers to establish Junior and Senior canteens with carefully planned activities programs. There were 576 members of the two groups. The total attendance for thirty-two sessions of the canteens was 4,378.

Kingston, New York's neighborhood activities club had a successful season with 16,115 young people participating. There was plenty of variety in the activities offered the boys and girls. Classes in wrestling and boxing, orchestra and "charm" were among the most popular courses. Warm winter clothing and shoes were provided to some youngsters who needed them.

Learning By Looking and Doing — Melior Books, 156 Fifth Avenue, New York, issues an excellent series of booklets on "how to do it" in various fields of art. Lessons in painting, drawing, anatomy, designing, cartooning, illustrating are set forth primarily in pictures. Materials, techniques, and methods are graphically explained for the beginning artist or for the would-be artist. The instructions are clear. They go to the heart of the problems set forth. Each of the booklets is priced at $1.00. Some of the titles are: *Essentials of Creative Design; Cartooning is a Funny Business; Simplified Ink, Pen, and Brush; Simplified Pencil Drawing; Simplified Essentials of Charcoal Drawing; Drawing for Illustration; The Art of Doing Portraits; Fundamentals of Fashion Illustration; A Simplified Art Anatomy of the Human Figure.*

Questions and Answers — "Questions and Answers Concerning Your Children in Wartime," is the title of an attractively illustrated folder

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printed and distributed by the Child Care, Development and Protection Committee of the Ithaca-Tompkins County War Council, with the cooperation of the Ithaca, New York, Board of Education.

The folder tells of the activities of all the various agencies concerned with the welfare of the children of Ithaca, including the Recreation Department of the Public Schools and "LaCabana," a club for teen-age youngsters established under the direction of the Ithaca Civic Youth Council with the active assistance of several community agencies.

Activity Center for Schools—Conroe, Texas, has a new wrinkle for a school-centered recreation program. A $94,000 School Center covers four city blocks and serves a community of three schools, elementary, junior high, and senior high. A swimming pool at the Center makes it possible to teach swimming as part of the physical education program in the schools and to provide swimming facilities for young people and adults alike during the summer heat. An activity hall is used for social and athletic events. Students from the three schools have, at no cost, first call on these facilities. After their needs have been served the activity hall may be rented by townspeople or organizations. An engineer and janitor and a hostess staff the Center.

New Circuit in Show Business—The Special Services Division of the Army is providing live "drama" for the boys in the Burma India Theater of Operations where professional entertainers from home are seldom seen. The talent and ideas are picked from shows put together by various units in the area and tested on their own groups or in exchange with other unit shows near-by. The Special Services Division looks over all these shows and picks the best talent and ideas to be transferred to Calcutta, combined, costumed, rehearsed, and sent out as a new show to play the "Rice and Tea Paddy Circuit."

Progress Report from San Bernadino — The City Council of San Bernadino, California, is satisfied with the Meadowbrook youth center. The Recreation Commission recently presented plans for expanding the center's activities, and the City Council authorized the spending of $1,500 for improvements there.

Plans are afoot to perfect this center and then to establish two others patterned on it in other parts of the city.

16 mm. Films on Juvenile Delinquency

THE APRIL-MAY 1945 issue of *Channels* recommends five 16 mm. sound films on juvenile delinquency available for rent. The list of films with information on where to get them follows:

As the Twig is Bent, 1944—11 minutes....(free)

Aetna Life Affiliated Companies
Safety Education Department
Motion Picture Bureau
151 Farrington Avenue, Hartford, Conn.

Boy in Court, 1940.....12 minutes

Department of Visual Instruction
University of Iowa
Iowa City, Iowa

Bureau of Visual Instruction
University of Wisconsin
Madison 6, Wisconsin

National Probation Association
1790 Broadway, New York 19, N. Y.

Children of Mars, 1944.....18 minutes

Pictorial Films, Inc.
RKO Building, Radio City
New York 20, New York

Y.M.C.A. Motion Picture Bureau
347 Madison Avenue, New York 17, New York

Children of the City, 1945—30 minutes (British)

Film Division
British Information Services
30 Rockefeller Plaza, New York 20, N. Y.

Youth in Crisis, 1943—18 minutes
(March of Time film)

Bureau of Visual Information
Brigham Young University
Provo, Utah

New York University Film Library
71 Washington Square, South
New York 12, New York

Bureau of Visual Instruction
University of Wisconsin
Madison 6, Wisconsin

Y.M.C.A. Motion Picture Bureau
347 Madison Avenue, New York 17, N. Y.

Visual Education, Inc.
12 at Lamar, Austin 21, Texas

The rental cost for the use of these films varies with the organizations handling them and with the film. In general, charges are not high.

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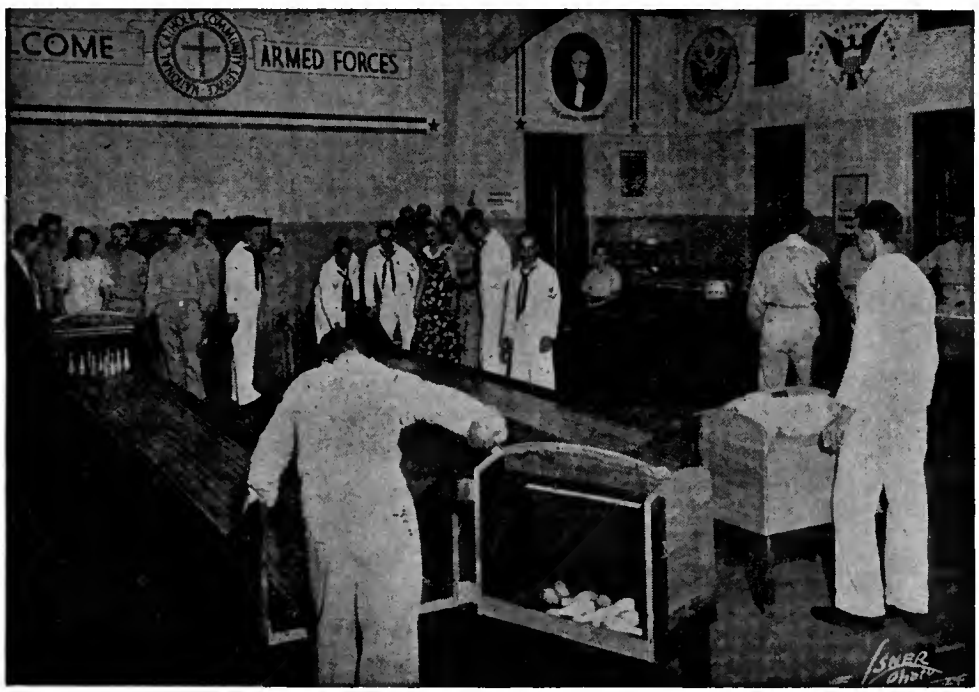

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Teen-Age Recreation Interest Survey—The Santa Ana, California, Department of Recreation has conducted a survey to discover the recreational preferences of junior and senior high school boys and girls. As a result of a questionnaire distributed through the facilities of the school department, 2,231 boys and girls answered three questions regarding their recreational interests.

1. What activities do you frequently engage in?
2. What are your three best liked activities?
3. Indicate the activities concerning which you would like more information and greater opportunity?

The main facts secured as a result of the survey are available through the Santa Ana Recreation Department in a bulletin issued by the National Recreation Association (MB 1623). This may be secured on request from the Association.

Youth Center in Glendale — The expanded program for teen-agers in Glendale, California, is assuming great importance. The Parks and Recreation Department has taken a five year lease on the old post office building in the heart of the city to serve as a youth recreation center, which will contain a moderate sized dance hall, social lounge, snack bar, reading and game room, and kitchen. A special budget appropriation of about $6,000 has been made to care for the operation of this center for the next twelve months. There will be three full-time workers in charge—house manager, recreation director, and assistant. Two dances a week will be held at the center — one for junior high, the other for senior high school students. The youth committee will cooperate in the promotion of special programs.

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Observation and meditations on the modern experience of old truths and their relations to the general scheme of life.

Time Off and On **$1.00**
Essays on Vacations, Getting Down to Work, Work, Pre-Festivity, Festivity, January and Spring.

Vain Pomp and Glory **$1.00**
Incidents in the childhood of a circuit minister's daughter delightfully related.

Working at Play—in Summer Camps ... **$1.50**
How to make the summer camp an enriching experience.

THE WOMAN'S PRESS
600 Lexington Avenue New York 22, N. Y.

"Hill-Top"—Castleton-on-Hudson, New York, high school students are operating a youth canteen in the old Castle Inn, a village landmark since 1903, which was purchased recently by a local citizen and given the young people rent free for use during the summer. Local 22, Papermakers' Union, of the Fort Orange Paper Company paid the electric light bills. The canteen was equipped with a variety of games, and a soda bar and juke box.

"THE FOLK DANCER"

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Contains music and dance instructions for dances of many lands, program material, book and record reviews, material on folk costumes, customs, history, illustrations, pictures.

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Now Off the Press!

SEVERAL YEARS AGO, when day camping was still something of a new venture in the field of camping, the National Recreation Association published a booklet entitled *Day Camping*.

This publication, now out of print, has been thoroughly revised and brought up to date. Recreation departments and all community groups conducting day camps should find this booklet exceedingly practical. A glance at the section headings will serve to show something of the scope of the new edition of *Day Camping*, the price of which is 50 cents:

What Makes a Day Camp
Program
  What Is Important
  Program Activities
Organization and Administration
  Getting Organized
  Follow the Leader
  Running the Camp
Appendix—Sample Budgets
  A Few Sources of Help

Available in pamphlet form is a preliminary report on the nation-wide survey of teen centers made by Louise D. Yuill, formerly director of the Teen Age Canteen at Rockville, Maryland. This study was made a project in adult education at Teachers College, Columbia University. Copies are available at 10 cents each from the National Recreation Association. Ask for M.P. 362.

A Council of Sport—A Council of Sport has been organized in New Zealand to assist in every possible way in the development of recreation activities through organized sport. The Council, which is officially recognized by the government, has completed its first year of operation and is now formulating full plans for expanding the work. The Council is made up of representatives from provincial councils of sport, some of which have been in operation for five years, and from national controlling bodies of sport.

The New Zealand Council of Sport is interested in exchanging information with all similar groups in this country. A. A. Falconer, Secretary, will be glad to receive information of developments in the United States. His address is Box 1189, Wellington, C. I., New Zealand.

New Publications in the Leisure Time Field

Hunting, Fishing and Camping

By L. A. Anderson. The Macmillan Co., New York. $1.95.

THE LATEST BOOK in Macmillan's "Olympic Editions" is good reading for devotees of the rod and the gun. A section on hunting discusses deer, grouse, and duck. Tackle, bait, and ways to catch various kinds of freshwater fish are the materials for the middle section of the book. The final third is a dissertation on good camping practices delivered by an expert.

Your Stake in Community Planning

National Committee on Housing, Inc., 512 Fifth Avenue, New York. $.35.

A PLEA FOR INTELLIGENT planning against the day of postwar building is the burden of the National Committee on Housing's booklet. There are in the pamphlet good, sound suggestions on how to bring this planning about.

Official Guides 1945

A. S. Barnes and Co., New York. $.50 each.

THE 1945 OFFICIAL GUIDES for baseball, tennis, and lacrosse are now available. The baseball guide includes, in addition to the official rules for the game, major and minor league records in batting, fielding, and pitching for 1943-44. The tennis and lacrosse guides are the latest word on rules for those games.

The Journal of Educational Sociology

March 1945 (Vol. 18, No. 7). Payne Educational Sociology Foundation, Inc., New York. $.35.

THE MARCH issue of *The Journal of Educational Sociology* is of particular interest to recreation leaders. The issue is devoted to coordination for youth service on the local, state, and national levels. It was planned "to cover some of the essentials of planning and practice in the field of coordination for youth service," and it presents evidence drawn from actual experiences in sucessfully conducted experiments over the country.

Don't Blame the Young Folks

By Everett V. Perkins. Tuttle Publishing Company, Rutland, Vt. $1.00.

MR. PERKINS comes out strongly for the essential good in young people. He feels that many of their faults stem from the unintelligence of adults. He pleads for wisdom and understanding from parents, teachers, "spiritual pastors and masters;" for less criticism of our young people, for more self-reliance from them, for better examples set for them.

Cooperation in Crime Control

Marjorie Bell, editor. National Probation Association, New York. Paper $1.25, cloth $1.75.

THE 1945 YEARBOOK of the National Probation Association is devoted primarily to a consideration of juvenile delinquency. The book is divided into seven sections, each discussed by authorities in the field. Among the titles of these divisions are: "The Juvenile Court and Its Community Relationships," "Protective and Preventive Services," "Understanding the Delinquent," "Community Responsibility for the Wartime Delinquent," "Parole and the Institution," "Special Problems of the Adult Offender."

Do You Know Your Daughter?

By Alice Barr Grayson. D. Appleton-Century Company, Inc., New York. $2.50.

ALICE BARR GRAYSON has addressed her book to parents, but it will prove of equal value to everyone who has to meet the needs of young ladies plagued by the inescapable problems of growing up. The wise and understanding advice that makes up the book is based upon questions asked the author in thousands of letters from adolescents and is drawn from a full experience in dealing with young people as a member of the staff of the Child Study Association and as Director of Parent Education for the Play Schools Association. (Alice Barr Grayson —outside the pages of her column in *Calling All Girls*— is Jean Schick Grossman.)

Toy Making

By Mabel Early. Studio Publications, New York and London. $3.50.

THE TOYS WHOSE CREATION is here described from design through pattern-making to final decoration would warm the cockles of any child's heart and win the admiration of most adults. Miss Early's instructions are clear and detailed, and she indicates the kind of materials that can be used effectively. Many of the toys can be made from scraps plus ingenuity and imagination. This is the thirty-fourth in the Studio "How-to-Do-It" series.

All Yours—A Knickerbocker Holiday for You and Your Children

By Ruth McAneny Loud and Agnes Adams Wales. The Brearley School, New York. $.35.

THIS SUPPLEMENT to the Brearley School Bulletin for December 1944 is designed to serve as a guide about New York for the city's youngsters. It is, however, well worth the price to anyone, old or young, resident or visitor, with an urge to dig a bit beneath the surface of the average sightseeing tour. Its plan is clear, many of the places-to-see and things-to-do described in it teasing to the interest and the curiosity. It is paper bound and thin enough to fold into handbag or pocket.

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To Readers of RECREATION:

We are bringing to the attention of our readers the names of the advertisers who, during the last year, have taken space in the pages of the magazine, thus helping to provide the financial support which has made it possible to make RECREATION more effective. We believe our readers will wish to show their appreciation of this service by turning to these advertisers as need arises for the products they have to offer.

Do not neglect to read the advertisements appearing in RECREATION. They can be of practical help to you.

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RESPECTS THE INDIVIDUALITY of each person coming to the recreation center and does not try to do anything to or for such person that he would not want done to himself.

Tries to help each child and each person to find a chance to do what he himself will recognize as meeting his individual need.

Always keeps in mind the desire of people to see and enjoy beauty.

Remembers that people want a chance to be helpful to others, to give volunteer service—not only in the center but out in the neighborhood itself.

Tries to have the spirit that pervades the playground, the recreation center, the spirit he would like to see pervade the whole world.

Makes sure each child and each person has a chance to initiate activities, to work together with others in solving the problems that arise, to help make the recreation center truly a place where cooperation prevails.

Remembers the satisfaction he himself has in acquiring and perfecting skill in doing a few things well.

Remembers his own pleasure in nature trips, historical landmark trips, his own joy in exploring and discovering.

Gives opportunity for continuous growth and development—the recreation center above all else is a place for happy growth.

Keeps happy himself because he expects all who share the recreation center to find happiness, and he remembers that people are often not conscious they are having a good time until later as they look back.

Knows that a certain measure of outer light-heartedness, of absence of tension is the more needed when the conditions of the world become most serious if the recreation worker is wisely and effectively to give all that he can.

Understands that drama and music are needed now more than less,

That alertness, adaptability, creativeness, resourcefulness — every recreation worker needs now.

The whole world will be a better place if each little corner has clean sport, a happy culture, and a wealth of fine things that people know how to do well and want with all their hearts to do, if always and everywhere the time is too short to do all the things one wants to do, to think all the thoughts that are crowding to come in.

Just what can this recreation center do, the recreation leader asks himself, to keep its people from disillusionment and pessimism regarding life? How can the course of life and comradeship in this corner be kept so strong that there is a will for victorious living for all people everywhere?

HOWARD BRAUCHER

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August

Write 'Em and Reap: The Saga of Maud

By DORIS FALK
Lenox Hill Neighborhood Association
New York City

COME OUT of the library, Maud. Life *can* be beautiful.

Once there was an unfortunate lady named Maud who was a group worker in a settlement house. She had a group of children who liked to hear stories, and a group who wanted to sing and one who wanted to act. So, poor Maud spent hours and hours in the library looking for stories and songs and plays. Sooner or later she would find them and tell or teach them to the children until the children were tired of them and then she would have to go back to the library and look for some more. Poor Maud. They say that when she died her last words were, "Let the streets of Heaven be paved with Program Material!"

Do you find it harder and harder to find good published materials for programs of various kinds? A solution which is also a clarion call for leaders of dramatic and musical activities to stimulate the normal creative abilities of children is found in the *Saga of Maud*. Read it and leap—to a whole new world of exciting programs!

Well, maybe Maud found the streets of the golden city paved with the stuff; but the chances are that she found more of it paving the road to the other place—along with the good intentions. Readymade material, of course, is sometimes indispensible and often valuable as a "come-on," but by itself it can do only a halfway, artificial job. The real body of a sincere, creative program lies in the people themselves who need it—no matter what age those people are. They can compose their own songs — then sing them; tell their own stories and write their own plays.

From "Maud's" point of view, the actual time it takes for each person in the group to contribute an idea or a sentence or a few bars of a tune is the most wonderful program filler she can ask for. True, it has its danger points and they'll be mentioned later, but it can be the vital kind of activity that keeps a group absorbed and teaches cooperation *sans* the usual sermons on the subject.

From a beginning group's point of view, the whole idea is new and exciting. For the first time many of them find that what they think matters, and is worth writing down. They discover that writing is not an esoteric art depending on magic, divine inspiration, or Rule 12 on page 216 of the grammar book.

It Won't Hurt a Bit—Honest!

Most of the children and adults whom we meet in our settlement and camp work are fugitives from pen and paper. And they're not the only ones. "Maud" herself, may have a bad attack of butterflies at the idea of actually making up and writing down a usable story or song or play. But all she needs is a fair degree of literacy and some imagination—and she can do without the literacy if necessary.

In the beginning, however, with a raw group, there seems to be one proviso without which the "creative writing" (poor overworked phrase) idea is almost sure to flop. *The necessity for the material to be provided by writing must be so obvious that the group is completely intent on accomplishing the end and does not have time to brood over the problems of writing.* If our friend "Maud" is going to come blithely tripping into a meeting armed with paper and pencil, and say gaily, "Well, folks, let's do some creative writing," you know what answer she'll get. The "littul ones" or whoever they are will indulge in self-expression without benefit of pen and ink.

To be specific, one group with which this particular "Maud" has worked started its discussion with the suggestion by one of the girls that they give a play. Here are some of the questions that the group asked itself and answered.

Q. What sort of audience will we have?

A. Largely younger children.

Q. What kind of play do they like?

A. One with plenty of color and action.

Q. How much time do we have before we want to present it?

A. Not enough time to memorize parts.

Q. What sort of play would not require much rehearsal?

A. (Varied answers) Pantomime, dramatized ballads, a puppet play or shadowgraph.

Decision: "Let's do a puppet play. Then we'll have the fun of making the puppets."

Q. What sort of story would fit puppets best?

A. A fairy story.

Q. *Why not use one of the well-known ones?* Why not, indeed? No reason at all except that

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Maud would like to see the group write their own. In fact, at this point she is in a ticklish spot. It happened that in the particular instance cited, all she had to say was, "Well, it'll be fun to see if we can write one ourselves—then we'll be sure to put in everything the children want." This group, of course, was a rather naturally creative one—as they all are if they have not been drugged by a superfluity of readymade material.

The real secret with any kind of group is to *start them thinking about the play itself, rather than whether or not they should write one.* In the instance of the puppet play, for example, further discussion went something like this:

Q. What do most fairy stories have?

A. (From various members—all talking at once): A prince, a princess, a king, a witch, some bad people, some good people.

Q. What usually happens?

A. The bad people get the good people in trouble and then the good people get out again and live happily ever after.

Q. How many people is the main part of the story usually about?

A. One or two of the good ones.

And so forth. They finally settled that the heroine should be a fairy princess who was bored with fairyland and wanted to become mortal. A witch granted her wish by betrothing her to a mortal prince who persecuted her no end, and from whom she was finally rescued by the fairy prince who had been her suitor in fairyland. Actually, the group had composed so quickly and unconsciously that any talk of the difficulties of composition would have been superfluous. They even decided later to add songs and make the play an operetta. This was a pretty ambitious undertaking for the first time, and we should pause here for station identification.

So Far, So Good, But . . .

There are certain danger signals to be watched for, especially with groups writing for the first time. (If you've heard these, try and stop me.)

1. Don't be too ambitious at the beginning. That word of warning is for you, not your group. They are easily discouraged and will find enough difficulties without having you tell them point blank. However, if their plans are so highflown that you must discourage at the beginning do it subtly and, of course, with some suggestion to take the place of any criticism. First compositions should be short and simple—a long project may be fatal. As soon as the writing becomes drudgery, no matter how good it is for the writers' souls (patience and all that), it is dead as good material.

2. Don't seek for perfection in form—even if you think you know what perfection is. *Remember that you are helping people learn to like to write, not teaching them how to write.* This does not mean, of course, to sail blindly by an opportunity to teach painlessly when a definite question arises; it is only a warning against an over-emphasis on technique—the surest killjoy in any creative program.

Here the point comes up, "How much should the leader do herself? When should she step in and inject an idea of her own?" The answer to that is the same here as in any other kind of group work. If your program is trembling on the edge of boredom or is about to disintegrate for any other reason, and you have faith in its value, then you must step in and save it. And not too obviously, either.

In the example of the puppet play, what actually happened was this: The group at its meetings

A youngster at Lawrence, Kansas, tells a story — with gestures!

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(once a week with a few extras) plotted the play scene by scene and began work on some of the dialogue. They did several speeches for each character. (Typical conversation: "Would a mean old witch talk like that? Nah, listen—she'd say it this way . . .") They wrote the words to one of the songs (a whole meeting for this) and then started work on the puppets themselves. Here, frankly, the leader, with help from a few individuals, took over some of the writing. She dubbed in the rest of the dialogue and the words to some of the songs —then presented this material to the group for criticism. They tore it to pieces enthusiastically, and reworded it in its final draft.

This much leader participation may sound contradictory to the whole idea of having the group do it themselves BUT, and pardon my capitals, the result was that as soon as the puppet operetta had been presented several times and the puppets laid neatly away in their little boxes, the whole group came to the leader and said, "Now we want to write a play that we can be in ourselves and learn the parts by heart." And, by golly, they did! This time they rewrote every jot and tittle of it themselves. The characters were girls their own age, so that their own ordinary language was as perfect dialogue as ever playwright could conjure up. (Example: "Y'know that Linda thinks she's everything, now that she solved that crime, you know.")

3. Don't waste your time trying to figure out a cut-and-dried, foolproof method of composition. There not only ain't no such animal, but it's a good thing for the vitality of your writing program that there ain't. Below are a few ways that have worked, and some of the results they produced, but these are only guides, not models.

Plays. Acting things out is such a widespread weakness of the human race that plays seem to be the most natural beginning material for group writing. We have already talked about most of the processes used in writing the puppet play. When the same girls were working on the dialogue, plotting, and staging of their next play the process included some experimentation. Sometimes they acted a scene first, before writing it down, to see if it had good possibilities. When they were stuck for dialogue, different girls would take the part. Each one interpreted it in her own language, and the group decided which speeches were the most appropriate. Often the girls' ideas included too frequent changes of scenery. When they experimented, the difficulty became obvious and settings were reduced and simplified.

In originating characters, they used types familiar to them—the boy-crazy girl, the bookworm, the little "picked-on" one, the strict schoolteacher, and the "sweet" schoolteacher. Characters were cast by a reading, with the group vote determining the final casting.

Poems and Songs. When summer comes and we move a large part of our program out of doors, the muse will galavant through our groups—if we get out of the way, and give the old girl a word of encouragement now and then. When children sit on a hillside and simply list what they see, the result is often poetry. Real poetry (as opposed to verse written for a purpose and requiring some particular form) is, of course, individual expression rather than group activity, but it is something that every member of the group can work at. Beware, however, the over-earnest and worshipful attitude toward it. Young children are notoriously facetious —and why not? Remember the fatal phrase, "Ah, dis is too much like school!" The following cryptic commentary was made by one Catherine C., a nine year old settlement member:

Trees are beautiful
And are very nice
But you can have
All your trees
If there's a nest full of bees.

The following is a serious little verse by a boy of twelve. Remember these are ordinary New York City kids who don't know a dactyl from a trochee and don't give a you know what:

What shines out as bright as a full moon?
The wind about you is cold and crisp;
The sky is a bright glossy glow
The high mountains far away
Seem to say, "This is our night."

When somebody in the group says, "Let's make up a song," then comes your chance for group versifying. If the song is to have original music, it is usually necessary to write the words first, but, of course, the processes of composition in verse are just as varied and flexible as they are in prose. Some people begin first with, "So you want to write a hiking song. Well, what kind of beat would it have?" Then the group starts thinking about the rhythm — probably everybody gets up and hikes around the table just to see how it feels. Indian songs are frequently based on a drumbeat, cowboy songs on the rhythm of horses' hoofs, songs about

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Theater School for Children

DURING THE SPRING and summer of 1940 the groundwork was laid for the formation of the Community Children's Theater, a project with two-fold purpose of providing wholesome entertainment for the children of Roanoke, Virginia, and of developing local talent in the city. The theater was to be directed by representatives of civic organizations, of the schools, and of the Recreation Department.

Before the founding of the theater only two groups in Roanoke were active in the field of children's entertainment. The A.A.U.W. brought to the city professional Clare Tree Major performances, and the Junior League, through its children's theater, provided amateur plays with the members of the League as actors, sometimes varying its repertoire with puppet shows or professional performances.

In the fall of 1939 the League initiated a radio program for children, drawing the actors and actresses from the public schools. The response to the call for tryouts was tremendous and the talent was so outstanding that the idea began to form in the mind of the chairman of the League theater group that this talent might be utilized to form a new type of theater movement.

For some years the drama director for the local senior high school had been training a small group of children in creative dramatics, and it seemed logical that the class might form the nucleus of the new theater. Therefore, in the spring of 1940, as an experiment, the Junior League committee

In Roanoke the audience gets training in theater participation

Courtesy Park Commission, Memphis, Tenn.

The story of Roanoke, Virginia's theater school for children was compiled by Mary Thurman Pyle for the *Virginia Drama News* from newspaper reports and a letter from Mrs. Thomas Wirsing, Jr., President of the Children's Theater of Roanoke. The article is reprinted from the *Virginia Drama News* for May 15, 1945, by permission.

agreed to produce and the drama director to direct *The Ghost of Mr. Penny*. The play was successful; the feasibility of the idea was demonstrated; and plans were formed for the beginning of the community children's theater project.

During the following summer the chairman of the League group approached the civic clubs, the women's organizations, and the schools. The response was unanimous and by the fall of 1940 a board of directors had been appointed consisting of representatives of the above groups, bylaws had been written, officers elected, a director retained, and the school was ready to open.

In order to make the undertaking self-supporting a fee was charged for tuition to cover the expenses of the school. However, in order that no talented child should be eliminated because of inability to pay the tuition, a sum was provided by the Junior League in the form of scholarships for a limited number. All children were to be selected on the basis of a talent test supervised by members of the board, and the school was limited to thirty children. Over eighty children tried out the first year, and so much talent was evident that the limit was raised to forty.

During the first year three plays were produced, *Snow White* being the opening performance. The sponsoring organizations furnished scene painters, costumers, and technicians, and all these activities were open to the city at large. From the start the theater was truly a community project.

In 1941 tuitions were reduced and admission to the plays was lowered to ten cents. This was possible because of the growing attendance at performances which enabled the non-profit organization to meet its budget at the reduced figure. The growth of the school has made it necessary to add a part-time director to the staff.

In the past season emphasis has been placed not only on the quality of production, but also on the quality of audience participation, and real stress has been put on training young Roanokers in what makes for good audience behavior and enjoyment. The directors of the theater feel that not only the actors and actresses but also the children in front of the footlights belong to the Community Children's Theater.

The theater activities begin a week or so after the opening of school. The public relations chairman, who is librarian for all the schools in the city, announces tryouts in all the grammar and junior high schools, and the first few days after the schools open are devoted to interesting the children in trying out for the theater school. The county grade schools are also approached, and there have been several pupils from the neighboring town of Salem. In 1944 about ninety-three children tried out. Fifty were chosen from this group to make up the school. The ages range from eight to fourteen and the group is divided according to age into three classes, each of which meets once a week for instruction in creative dramatics, make-up, and all the phases of play production that can be given in a classroom.

At the first meeting of the theater school each year a scholarship is awarded to the child who has done the most outstanding work during the preceding years of membership in the school.

The Roanoke City School Board is very much interested in the project. Classes are held in the afternoons in the high school dramatics classroom. In 1944-45, plays were given in the high school auditorium because the very high union rates to stage hands in a public theater necessitated cutting down excessively on costumes and sets for the plays. Rehearsals were also held in the high school auditorium.

Generally, the Children's Theater puts on three plays a year. In 1944-45, however, because of the late opening of the schools, it was decided to forego the fall play so that the opening performance was on January 31. At that time the production was Charlotte Chorpenning's *Grandmother Slyboots*, which is a rather streamlined version of *Little Red Riding Hood*, featuring *two* wolves. There were three performances, two for white children and one for Negro children. *Grandmother Slyboots* has only seven characters, so, as far as possible the director trained two casts and each had a chance to appear before the public. The spring play, *Aladdin and the Wonderful Lamp*, had a large cast and the whole school took part in it.

The Board of Directors of the Children's Theater is made up of representatives from nearly all the civic groups in the city and also from the School Board, the Board of Principals and the Recreation Department. The superintendent of

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On the Playgrounds

By MARGARET CREMEN MARTIN

FOR SEVERAL YEARS Children's Theatre of Portland, Maine, has been trying to plan some method of trouping plays to the city's playgrounds in summertime. In August, 1943, the Park Commission and Children's Theatre got together. The Commission offered us a large trailer which they had stored in the city's garage and asked us to work with the children and have them put on their own plays, but we realized we were not trained to lead youngsters in such a program. Finally, a plan was evolved in which Children's Theatre would present the plays, and the playground leaders could use them as a starting point for the children's own work.

In February we had a visit from Miss Virginia Comer, A.J.L.A. Consultant on Community Arts, and our plans really took a stride forward. Our designer, Mrs. Raymond Jensen, sat down with Miss Comer, and they designed a practical set to mount on a trailer. We were all groping in the dark because none of us had had any experience with a stage on a trailer. Would we have to have some form of artificial lighting? Should the top be covered with canvas? We did finally eliminate lighting as too expensive but we put a cover over the top. But I'm getting ahead of my story.

We knew a professional designer cost too much so Mrs. Jensen drew the complete design, and we got a contractor to build the whole theatre. It is made in sections, and travels flat on the floor of the trailer between performances. When the theatre is set up, the stage area is 15'9" x 10'. There is an apron that opens down in front to give us more acting space. At the sides are two projecting wings which give us dressing rooms and a place for the properties. We even have a makeup shelf in one of the dressing rooms. The stage is so small that it is necessary to use a minimum of scenery with a maximum of effectiveness.

With the aid of several high school dramatics teachers we obtained lists of boys and girls who might be interested in working with us and found twelve enthusiasts who have, incidentally, continued to maintain their enthusiasm even in the face of unforeseen difficulties. We augmented this supply of labor with older members of Children's Theatre, making about fifteen workers in all. Our loyal members who are tied down by other duties rallied round to make stage curtains and costumes.

We planned a schedule of two plays, *Jack and the Beanstalk,* and *Little Black Sambo.* Each runs about an hour. Our schedule included playgrounds in the city of Portland, South Portland, and in the Federal Housing projects in the whole Greater Portland area. Every Tuesday and Friday throughout the summer we played to spellbound young audiences, twenty performances in all. There were no admission charges, but the children were told that if they would like to give their pennies and nickels so that there might be more performances for other children, we would appreciate their contributions. Many brought their money to place in a small bowl on stage after the performance.

There were problems, of course, that we hadn't counted on. We had unusually hot weather, and you only have to imagine yourself as half of Buttercup, the cow, in *Jack and the Beanstalk* — no matter which half—it was equally uncomfortable! Or you might be one of the tigers in *Little Black Sambo* in a costume that reminds you of your child's Doctor Dentons. And then there was our uninvited audience, the dogs. They evidenced an intense interest in our stage animals, vocally and otherwise, between dog fights. But it's been fun.

The excellent cooperation of the Industrial USO and the recreation departments in Portland and South Portland has made it possible for us to reach many more youngsters than we can play to during our winter schedule. Apparently, the housing projects liked our last year's production of *Kersti and St. Nicholas* before Christmas because they welcomed us back with open arms this summer.

The Trailer Theatre has stimulated a lively community interest. Even the fire department lent us a tarpaulin to protect the theatre in transit. Everyone who has worked on the project has contributed such a tremendous enthusiasm that it couldn't have helped but be a real success. We hope next year to be able to carry out a similar summer program, and we expect to make great strides with this year's experience behind us.

—Reprinted by permission from *Junior League Magazine,* October 1944.

Drama from the Ground Up

DRAMA AND DRAMATICS can, by derivation, cover a multitude of sins. For they stem from the Greek word meaning *to do* or *to act*. Any doer, therefore, if you want to be precise, can be a dramatist. To all intents and purposes, however, drama in the language of today connotes a quite particular *kind* of doing. Drama today implies acting out a situation—from real or imagined life—whose nature is conflict. Charades are not drama. Pageants are not *ipso facto* drama, though they may have dramatic sequences. Skits and blackouts, songs and dances are not usually drama, though sometimes they, too, have dramatic moments. Goldilocks alone in the bear's house, sitting in chairs, tasting porridge, sleeping in beds is not drama. Nor are the bears until they find her. But when Goldilocks and the bears meet with the resulting action—Goldilocks running away by way of the nearest window—there is drama.

All this, which may seem vague and academic theorizing, has a point. There are very, very few good plays for children of grade school age. The number of such plays that are royalty free or inexpensive to produce is even fewer. Consequently on many playgrounds, in many community centers all kinds of things are called drama that have very few real dramatic values.

And yet, the world—especially the child's world, real or imagined—is brimful and overflowing with highly dramatic material waiting to be transferred to a "stage." It is not, to be sure, printed in a book complete with directions for staging and business. It has, first of all, to be perceived and then it has to be caught and held in a net of words until it can be transmuted into a play by the members of the group.

This talk about perceiving and netting and transmuting is close to dangerous ground. It is coming perilously near to the realm of creative dramatics. If you want to start a really select argument—not one of those mild-mannered, namby-pamby, polite-tea-party discussions, but a real up-and-at-'em, "tearin' down" row—get together a group of children's theater enthusiasts, and just casually, drop into the conversation the words *creative dramatics*. Then sit back—*well* back—and watch the fur fly! The chances are that the arguers, like the gingham dog and calico cat, will eat each other up.

In order to avoid any such fight let us call this process of play fabricating simple *play making*. (Any play making should be creative and it should be dramatic, but when the two words come together they undergo some kind of sea change that packs them with dynamite!)

Why bother with all this — under whatever name? What values will accrue to the youngsters involved in a program of dramatics from the ground up? They will have fun, for one thing. And, "by means of actual, first-hand experience along the lines of . . . natural interests . . . capacity for creative self-expression should be developed; and at the same time (the child) should grow in tolerant understanding of self and society." Lo! the "whole child" is developing before your very eyes! The youngsters will, in a word, get the full value of a drama program and, in addition, they will profit from creating the play from the very beginning. In addition, both the child and the director will be freed in a measure from the demands for scenery and costume that are indicated in very nearly all of the printed plays.

Process

The procedure for this kind of dramatic venture has been tested over a period of years in many places. It varies in detail but its main outlines are clear. It presupposes a leader with an imagination that stimulates the like quality lying very near the surface in all children. And it presupposes the willingness (and the ability) to spend time in giving form to the "writing" of the children without destroying its originality or its naturalness. Here is a description of play-creation in action as it occurred in one school.

The group was made up of boys and girls from the fourth and fifth grades. They met for an hour once a week (which, incidentally, was not considered often enough by the teacher.) The group had chosen for dramatization episodes from *The Jungle Book*. The first few meetings of the class were devoted to a thorough discussion, first of the whole book, then of the episodes which were to be used, the coming of Mowgli, the scene at the Council Rock when Mowgli became a member of the Pack, the death of Sherkan. Gradually during these discussions the teacher began to draw from the chil-

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dren their ideas of characterization. They began to see the animals as people, with human characteristics. One small girl—she couldn't have been more than eight—described the Jackal as "a street waif without home or parents."

When it was clear that each child was thoroughly familiar with the book, the group was broken up into small units and each unit was given bits of the story to "act out." They made a stage on the flat floor by using a large, low platform, an irregular ramped platform, and three or four cubes which measured about four feet to a side and had one side open. For these first improvisations they were given a few minutes to plan their action and any dialogue they wanted to use. Dialogue was not imperative at first. Such as was used at this stage was sketchy to say the least. But the stage pictures, the movement of the individual animals, the general plan of action were clear and strong from the beginning. Nor was there any lack of characterization in the pantomime.

The third preliminary stage came when words began to flow with the movement. The language, the images were vivid and exciting. Kipling was left behind in the ferment that brewed in the minds of the boys and girls. One child, speaking of the speed of movement of one of the animals said, "He ate up the ground like fire."

As the play took shape the teacher wove the words and the movement which the children had made into a unified script. She criticized here, discussed there. Perhaps the success of the venture was due in large measure to her habit of leading the children to recognize the motivation of each gesture, each stage cross, each shift of position. The careful analysis, brought about through discussion with the youngsters, established clearly the reasonable sequences of movement and thought. The whole business of play building was a process of integrating fact and fancy, mind and emotion. There was nothing slipshod about the thing that was being done. Dramatically it was sound. It was exciting to do, and incidentally, to watch!

From the first there was an understanding that this was community activity carried on for the sake of the thing itself. Whether the play was to be "produced," with all the trappings, for an audience was not a point to be considered. If the question came up at all it was dismissed as a matter for the future. *If* the result were good enough *perhaps* it might warrant a formal production. That was a by-product of the whole project, not the purpose or the taken-for-granted end. . .

Techniques

As a matter of record many plays begun in just such an "informal" manner, created from scratch by the students, have been produced in the school in question. In the course of many seasons they have worked out a production technique designed to effect a maximum standard of excellence with a minimum of expense and of aimless effort. Perhaps a quick sketch of the materials that have been developed might be of interest to others.

There is, in the first place, no real theater. The "stage" is one side or one end of an ordinary room —a large room, to be sure, but one never designed to stage a show. The "sets" are the platforms and ramps and cubes mentioned above. They are highly functional pieces, made for flexibility of playing space, for different acting levels, for suggesting rather than depicting a scene. They can be set up in endless combinations for interest and variety. They are background for the play, a setting rather than a *tour de force* of scene designing.

Lights are homemade from cans and boards. They are carefully made, wired by an electrician who knows his business. They are light in weight and safe. Lights are planned primarily to illuminate actors and acting areas. Imaginative use of color mediums, and a flexible light plot make it possible for the same equipment to contribute to the mood of the play.

Costuming, too, is planned with a long view. Unbleached muslin and canton flannel, dyes and paints, plus imagination, take the place of expensive fabrics. The lesson of rough and generous seams has long since been learned. The costumes are designed to be used over and over again, to be combined one with another for different periods and for different characterizations. For the rare occasions when rich fabrics are required, gifts from the school's patrons of discarded finery are encouraged.

Since animals and strange creatures such as giants and ogres and their ilk loom large in the child's world and hence in his theater, masks of some kind are important properties of the play. The molded, half-mask has many drawbacks — not least among them the difficulty the child actor has in keeping it in place during the often strenuous business of playing. This problem has been solved inexpensively and effectively by using rolls of corrugated paper for masks which cover the whole head and fit into a collar around the neck. The mask face is much bigger than the child's

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Toward a Community Theater: A Long-Range View

MOST COMMUNITY THEATER enthusiasts will tell you that the game is—oh, but definitely—worth the candle. "Theater" gets under the skin and into the blood. Once contracted, the disease is just about impossible to get rid of! But even the most confirmed devotee of the muse of theater will admit, if pressed hard enough, that ALL IS NOT SMOOTH SAILING.

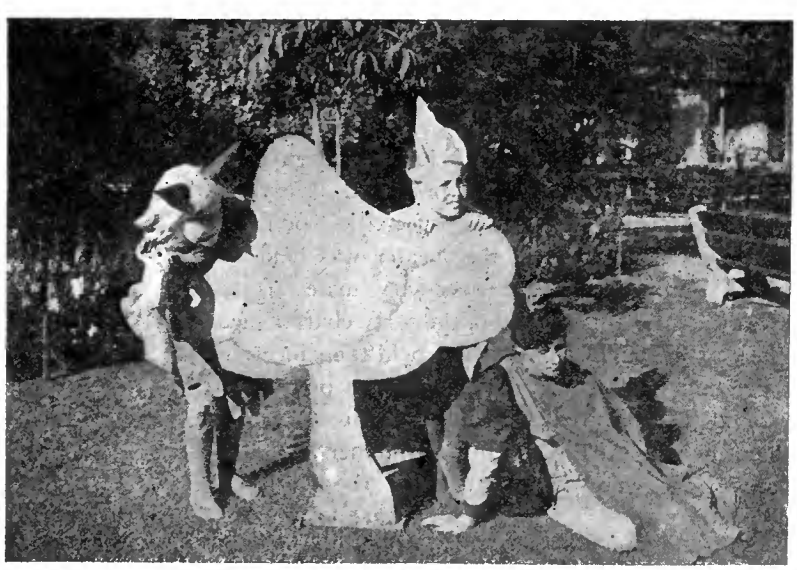
In normal times, at any rate, casting a show is fairly easy. Nearly everybody will "take a crack" at acting. Scratch a human being and in nine cases out of ten you will find a would-be actor. Unfortunately, there's more to putting on a play than reading the lines and going through the business indicated in the script. If the show is to go on in the best stage tradition it must be mounted. The stage must be set and lighted. The actors must be costumed and made up and given the necessary props. The house must be swept and garnished. The audience must be sold tickets and ushered to their proper seats. Bills must be paid and records must be kept. These are the things that nobody wants to do because they seem dull and stupid chores with no hint of the glamor and the applause that belong to the lucky few who are chosen to tread the boards. Only the initiate, knowing the importance of these things in the scheme of the play, knowing, too, the satisfaction that comes from designing a fitting set and building it for $6.87—only these knowing ones come forward eagerly to "do the dirty work." In many communities where theaters for adults are established this handful of willing crew members are overworked year in and year out until they drop in their tracks from sheer exhaustion, or give the whole thing up in despair.

Aware of all this, but aware, on the other hand, that drama is an important part of recreation the leaders of the Recreation Department in Austin, Texas, have done some long-range planning for a well-organized, city-wide drama program. Austin began with its children. In 1943 the Recreation Department set on foot a program of dramatics for children which looked forward to a Children's Theater as the first stop along the road to community dramatics.

Experiment

The plan called for classes in dramatics to be held at the Austin Athletic Club. By early fall a director whose training, background, and personality were right for work with children in the theater had been found, and the first class of youngsters from nine to fourteen years of age had been started. Enthusiasm ran high, and in midwinter a second class for the six to eight age group was added. Throughout the fall and winter of 1943 and 1944 the boys and girls worked at learning the arts and skills of the theater. On May 20, 1944, three plays—cast in tryouts and thoroughly and carefully rehearsed and mounted—were presented. The S.R.O. sign was out that day. The audience was delighted, the actors and crew members bubbling over with excitement, and an experiment had proven itself a worthwhile program.

At the end of that first season the Recreation Department felt that an interest in dramatics for children was on the rise in Austin. It was time to set up a permanent organization to be known as



Courtesy Recreation Commission, Long Beach, Calif.

The Children's Theater of the Recreation Department.

During the period of experimenting children had worked on all production crews. They all had stated in no uncertain terms that they wanted to keep on finding out things about drama, so from these youngsters who had been the program's guinea pigs were drawn the charter members of the new theater.

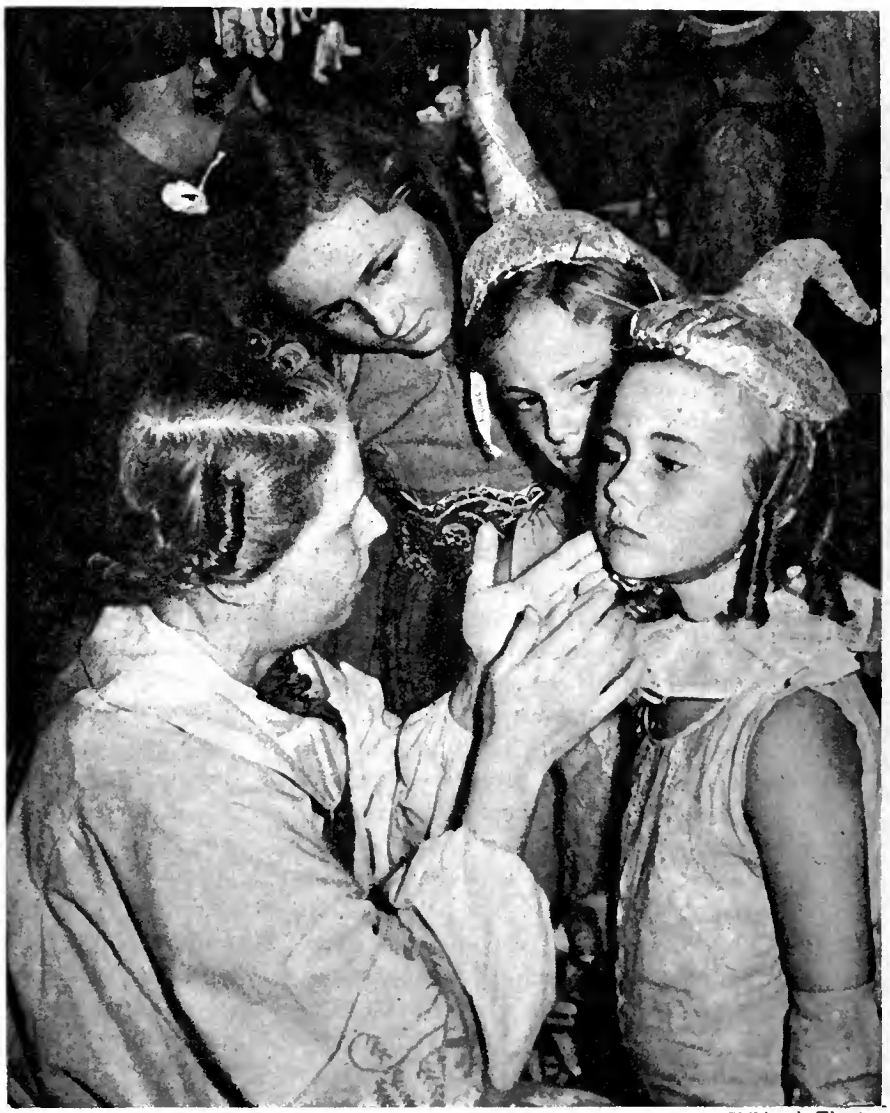


Photo by Anita Fozelo *Courtesy Palo Alto Children's Theater*

Playground Program

The organization of the permanent project was finished as the summer playground season was about to begin. The members of the Recreation Department saw a golden opportunity to dispose of two birds with the usual economy of stones. The drama instructor was added to the playground staff. Her summer job was to raise the standard of playground dramatics ("A consummation," thought Austin, "devoutly to be wished!") and train recruits for the newly established Children's Theater. Accordingly each playground director set up a drama group and every week the drama specialist visited each group and gave special direction to the play in progress. Every Saturday morning a workshop for the youngsters especially interested in the theater was held at a hall equipped with the necessary materials and facilities. At this time, too, the forty charter members of the Children's Theater held their meetings. The summer theater workshop was a prerequisite for all who aspired to membership in the permanent group. At the end of the summer all "workshoppers" were invited to join the Children's Theater.

During that summer of 1944 the youngsters prepared three plays which were taken to each playground for a community night program at least once in the season. The outdoor stages and the large audiences taught the actors a thing or two about projection and diction and gave light, sets, make-up crews invaluable experience in their crafts.

Organizing for Permanency

In September a picnic and swimming party brought the end of the summer season to a close with a bang and prepared the way for the fall and winter season. At that party the first permanent offices were set up for the theater and a president, vice-president, and secretary were elected. Managers for props, costumes, lights, house, and pub-

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A Pridelike Thing

THERE IS A FEELING abroad in the land—a feeling about freedom, about tolerance and understanding, an awareness that freedom is not just a word, is not just a dream, is not a rare jewel that belongs to the few. Here and there people are beginning to realize that a Bill of Rights carries with it a Bill of Obligations. The Philadelphia Plan, the Springfield Plan serve as straws to point the wind's direction. In Winston-Salem, North Carolina, the community radio council planned—and carried through—an interracial development in local broadcasting. In many less spectacular activities men and women are finding ways to emphasize the fundamental likenesses of people, to play down the superficial differences in race or creed or color that separate man from man.

All over the country there are people who are seeking ways to make articulate the growing feeling that *freedom is not just a word*. Many techniques have been used in spreading the gospel of intercultural relations, and not least successful among them have been the techniques of recreation. Here is an account of one process which used the communication arts woven together into a dramatic performance as a means of emphasizing the likenesses of people, of playing down the superficial differences of race and creed and color and manner of living.

Each community must find its own leaven. Many have discovered that the arts — especially the arts of communication — level all barriers, resolve misunderstandings, correct traditional misconceptions, break down prejudices and intolerance. One such program, developed by Miss Grace Walker of the National Recreation Association, has been used in four communities which differ in size and location, but are alike in their desire to create for themselves a pridelike thing.

Procedure

In each case the local organization requested from the National Recreation Association the help of a trained drama specialist. Miss Walker spent three or four weeks in each community. She came in "cold," not knowing the town nor the people in it. She brought with her a script, made up of selections from well-known authors of the past and the present, laced together with dramatic interludes, with music, with sound effects, with dance and tableaux. She brought, too, the knowledge and love of people and a belief that working together on a dramatic production could bring mutual understanding to people of many creeds and races.

She and the staff of the organization that sought her help discussed the possibilities of the community in the light of the script and the job that could be done. Miss Walker then went out to interview key people in the town, men and women whose interests lay, to some extent at least, in the creative arts. To them she interpreted the program to be produced—a program dedicated to "those who love freedom for themselves and all men." Among the key men and women she found people who would take the lead in producing the script—a director for the dances, a director for music and for publicity, a business manager, a costume committee. If the community centered about a college or university the heads of college departments were apt to work closely with the people of the town and the production staff, and college students contributed with townspeople to the program as dancers, actors and musicians.

From this point on the community became its own "program director." Details of publicizing the program, of transportation and care of children in the cast, of getting people to take the parts, of a thousand and one other details, were taken over by people of the town. The job became the community's. The drama specialist took her place as director, as technician who molds the elements of the cast to high standards, recognizes in the members of the cast potentialities of which they themselves are unaware and brings these potentialities to the surface.

Beyond these details of organization the community developed a third section of the script. For the prepared script is only two-thirds done, the rest comes out of the experience of the community and is expressed in the medium of the community's choice—in music, or dance, or theater of the living newspaper type, or with a narrator and verse speaking choir. This final third is woven into the script where it will best fit to make the whole production belong more completely to the community.

The script itself is intercultural in its implications. It is an eloquent statement of the develop-

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London Celebrates V-E Day

"Are you as curious to know how V-E Day went here as I am to know how you felt and what you did?" writes a former recreation worker in the United States, now married to an Englishman and living in the outskirts of London. Here are extracts from her letter telling how London celebrated the day.

We were nearly exhausted by V-E Day. From surrender in Italy, each day and often each hour brought astounding news. We clung to the radio, snatched up newspapers, all work ceased, and everyone seemed out on the street — expectant, excited, talkative, and unreserved. V Day minus one rumors and reports from Europe told us it was all but over. Flags came out — bunting, pennants, mostly hoarded from Jubilee and Coronation time. Every street and house was gay, folks stopping to admire and talk. There was no fanfare of announcement, "Now it's over," no sirens, no bells, but those who didn't join the milling, mad crowds in London proper gathered at the town hall to hear Churchill and the Mayor's proclamation, then scattered to see the decorations, later to mill about the pubs, stand by the many bonfires the children had made. Folks thronged the street far into the night and Frances (upstairs) and I hung over my gate to talk to our friends, and then had a quick walk around to see the local fires and the V lights on various houses. The wild exhilaration of the week before had left folk a bit sobered, and they had time to realize only half was over. But to Europe and to our folks who had done so well at such a cost we drank our toasts.

In the next few days it seemed every street was planning a Victory party for the children—often on the pavement. The poorer the street, the more elaborate the party, the more gay the decorations. I live on a corner and so am eligible for two parties. One we've had, and how friendly it was lasting from 3 P. M. to 11 P. M., with the evening for grown-ups. And out of it is being born a Christmas party for the same group, and a feeling of friendliness and unity not even blitz days achieved. Ranelagh Road party will be held June 12. It will be a bigger thing, as our road is much longer, but should do much to unify the street—a very mixed one socially.

We had another party, too—a big neighborhood one, given by a mother for her returned prisoner of war son—five years in prison in Germany but not one of the worst ones. It makes a lump come in the throat to see the banners across the streets now—"Welcome Home, Ray," or "John." You know a prisoner is coming home—or someone long overseas. Neighbors rush in and give bits of fat and margarine or butter, or an egg to help make a proper welcome. And as the big bombers fly over we know more lads are being brought home.

And now it's over over here. It seems strangely and richly quiet somehow—it's almost tangible, as if we'd been continuously with the sound and din of battle in our ears. And suddenly it stopped and a pin-drop silence came. Little by little, things come back to normal and yet they seem odd—like weather reports on the radio, the change in radio reports—less war, more news of other affairs. The blackout curtains and fixtures are down, the morrison shelters have gone; the living room is almost bare and twice the size.

My husband is still in Italy. He was near Venice when the end came. His demobolization group number is 27, so he won't be out of the army this year. But there's hope of leave before then. Now the war in Europe is over somehow the waiting doesn't seem so difficult. It can't be overlong and there is no longer cause for worry.

The rations have been cut in part, but that will affect us very little. It's lone people who feel the pinch, somehow with four in the family rations seem to spread out. And the more for Europe the better. We really don't know what privation is here.

Now the fighting here is ended, we've begun to get over the reaction, and we're tumbled into a general election. So preoccupied with war happenings and babies have I been that I haven't the dimmest idea whom to vote for or what. I'm sure there are many like me, and the time is so short to figure out things, the issues so complex and frought with propaganda and prejudice. It's worrying, for now everyone should really know the situation, for the Brave New World is in the making and a right vote important. It's all so confusing here and abroad too. So many problems are so hard to settle. San Francisco has been a bit of a disappointment—but perhaps it's just as well issues came up to show us how hard the road ahead, that peace will have to

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Pulling Strings

By MARGARET BUSHONG
Lawrence, Kansas

"MAY WE COME back this afternoon and work? I want to put my second coat of shellac on."

"May I take mine home and sand it so I can shellac it tomorrow?"

"I need some purple velvet for my king. He's all ready for his clothes, but I don't know how to cut out patterns or sew very well so, please, will you show me how?"

"I have some paint mixed now. Will you please come see whether the color's all right for the distant trees in the woods?"

"Where are the little nails?"

"Where are the screw-eyes?"

"I can't find the big needle."

"Do you have a copy of the play for me? I want to start learning my part."

Permissions and help are given. Purple velvet and nails and screw-eyes and needles are found. The color of the paint is scrutinized and the copy of the play produced—all in a very small segment of a single teaching day. For there's never a dull moment for "teacher" when marionettes are in the making.

Teacher doesn't mind. Enthusiasm for puppetry runs high among the children. It is more than contagious. It is inspiring. The youngsters beg to have a part in the class. Meetings of the group never last long enough for them. They want to keep on longer, to come back when school is over. Making marionettes is an absorbing interest for children. And no wonder. In playing and working with the little actors, the youngster is introduced to twenty or more different ways for occupying his hands and his head.

He explores numerous new fields in this activity. Any one field may lure him further in pursuit in his leisure hours. Nor is the work with marionettes limited to the children in a class, for very often "Daddy" is called in to make a stage, mother or big sister to help with the costuming, the stage curtains, and other bits of sewing, and little brother to be a second voice and string-puller. Everyone takes part in the show and has fun and recreation in so doing.

A small room with a few furnishings and a person experienced in making marionettes and producing marionette shows in charge can keep many small hands busy and make many small hearts happy. For what could be more fun than creating your favorite fairyland or storybook hero or villain, making him a costume, attaching strings and making a control to give him "life," giving him lines to say. And that is only the beginning. You create a background for your character with paint and muslin. With saw and nails and wood you make him tables and chairs, a miniature stool or a log, all the tiny properties that he will need for his story. You speak his lines and set his body in motion in the world you have created for him. All this you can do in one small room. In such a room children like to gather to work and play together. They will not need to be forced to come. They will return again and again because they want to finish the

Careful hands and serious faces for the paint job on the puppets

character they have started, want to be ready to take their part in the play when it is given. They will spend many hours in this wholesome activity because it is recreation for them and they can see the fruits of their labors. Many times the youngsters will beg to stay on after the teacher in charge finds it necessary to leave. Always when time for the meeting's end comes around there will be sighs of regret.

A work bench, a small cupboard, a place for hanging completed marionettes, a few tools such as coping saws, tack hammers, a small drill will suffice for permanent equipment in the marionette workshop. For materials you will need fine sawdust and paste for heads and arms, cloth for bodies and legs, a few screw-eyes for attaching strings, small pieces of wood for control bars, some heavy black thread for stringing, small cans of primary colors and white in enamel paint, muslin and tempera paints for scenery. You will need, too, pieces of cloth of all kinds, colors, and textures from the scrap bag. If the marionettes are made simply—and they should be—they will be finished in a

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On such a stage as this the puppet show moves about the city

Courtesy Department of Parks, New York City

New Plans in Old Communities

By JEAN and JESS OGDEN

THE FAIRFAX County Recreation Association is planning to open twenty-six playgrounds this summer. They will serve almost every section of the county's 416 square miles. This would not be news were it not for the fact that until 1943, there was not a single playground or planned summer recreation program of any kind in the entire area. That summer there were five. The following summer (1944), there were nine. In the fall of 1944, sixteen were recommended for this year. Ten additional communities insisted that their needs be met. They are now included in the plans.

There is another unusual feature about the Fairfax program. It is, in inception and execution, entirely a citizens' movement. As yet it receives no financial assistance from public funds. It has, however, through its successful demonstration gained "promises of future favorable consideration" from the Board of Supervisors.

What the County Is Like

The county is a large one. In the decade 1930-1940, its population increased from 18,000 to 40,000. Only six per cent of its population was then classified as urban. Its location just outside the nation's Capital has brought an additional ten to twelve thousand people into the county in the past five years. Old residents say there has been a change "from a strictly rural population to an urban and even in some cases cosmopolitan population." Yet these residents, with their urban temperament, live in a rural area. There are several small towns ranging in population from 500 to 2,500. There are several large housing projects. There are hundreds of acres of beautiful farming country with large estates interspersed with family-sized farms.

School buses bring the children to fine consolidated schools. There are four high schools—the largest at Fairfax Courthouse with an enrollment of 1,000. There are several nationally known private schools.

The Old and New Meet

It is this same Fairfax County which is something of a national historical shrine. Thousands of tourists visit George Washington's home at Mt. Vernon each year. In the beautiful old courthouse, they may see the wills of Martha and George Washington and other documents of pre- and post-Revolutionary times. Nearby is the Pohick Church built on a site chosen by George Washington. Here, the records say, the famous Parson Weems occasionally preached.

One could dwell indefinitely on the historical interest of Fairfax County. In fact, it is said that some of the older residents find it difficult to withdraw their attention from the splendid past. Yet the problems of 1945 have impinged. The Fairfax Recreation Association has resulted from the attempt of citizens to face these problems squarely.

How the Program Began

In the fall of 1942 it was noted that children returned to school with bad habits acquired during the summer vacation. Some had even been in court. Interested citizens called together a committee to consider the situation, to analyze its causes, and to determine possible remedial steps. This committee included representatives of the Parent-Teacher Association, the Welfare Department, the public and private schools, and the courts.

The committee knew that many mothers were away from home working. Their guess was that planned care for preschool children was needed. They proposed a survey to determine the extent of this problem. The cooperation of the schools was offered by Superintendent Woodson and the elementary supervisor. Each child carried home a questionnaire. Seventy per cent of them carried back the answers. The civics classes were asked to do a follow-up job on those that did not come back. They visited homes and got the answers to the questions.

The survey revealed that preschool children of working mothers did not constitute a community problem. It indicated rather that the danger spot was in the number of "key-age" children (those old enough to carry the key to the house) left to their own devices throughout the long summer vacation.

These children, said the committee, must have playgrounds. Money was needed. The committee appealed to the Board of Supervisors. The Board, in turn, appointed a committee. Discussion and

study began again. All this had consumed months. Summer vacation was again approaching. It was obvious that getting county funds appropriated was going to be too slow a process. An appeal was sent to the community chest. Several of the persons most keenly interested in the program were on the executive committee of the chest. An appropriation of $2,000 was secured. A committee of three was appointed by the chest to administer this fund.

In five communities, interested individuals organized local committees to sponsor their programs. As service clubs and other organizations became interested, they were given representation on the committee. These local committees were to become the backbone of the county program.

Local Communities Assume Responsibility

The Community Chest Playgrounds Committee urged each local sponsoring group to match the funds allotted to the community from the chest appropriation. A few could not do this. Others that could raise more did not need the entire amount allotted. Thus additional funds were available for the smaller communities or those of more limited financial resources. In addition to raising money, the local sponsoring group took responsibility for hiring its playground director, asking the school board for use of school facilities, getting equipment, planning programs, and organizing volunteer helpers from the community.

The proof of the pudding is in the eating! Fairfax County in Virginia has proved once more that rural communities *can* have good recreation programs if they want badly enough to plan for it and work for it. Jean and Jess Ogden went to Fairfax to look at the program, came home to write the story as the sixty-eighth number in the *New Dominion Series* published by the Extension Division of the University of Virginia. They have given us permission to reprint the story in RECREATION.

Five playgrounds, each with a paid director, opened that first year (1943). Three were unqualified successes. Of the other two, one had a limited program that attracted only the older boys; the other got off to a bad start because it was thought locally to be for indigent children, and everyone stayed away.

The Schools Cooperate

It may have been only coincidence but there were no court cases that summer. No one connected with the playgrounds claimed credit for this improvement, but the fact did not hurt their cause. The next year the community chest increased its appropriation to $4,200 and turned to the schools for help.

School personnel had been interested from the beginning. Use of school facilities had been granted the local sponsoring groups the first summer though there was no official school supervision. In 1944, with the program growing rapidly, the superintendent of schools appointed Mr. Robert Mavity, the director of athletics at Fairfax High School, as supervisor of school property and paid his salary during the summer months. The Community Chest Playgrounds Committee continued to function as a kind of administrative body. The local committees still carried responsibility for their own programs but turned to Mr. Mavity for advice in selecting directors, buying equipment, and planning programs. He was officially custodian of school property. Actually he was supervisor and coordinator of playgrounds for the entire county. There were nine successful community programs that year—eight white and one colored. Each had a paid director (average salary $150 a month) for ten weeks. The playground idea had been accepted. Attendance was good. Programs were so successful that in some communities certain phases of the work were continued throughout the winter.

County Association Is Formed

In considering plans for 1945, the community chest appropriated $6,000 and suggested that participating communities form the Fairfax County Recreation Association. This association, with representatives from each community, acts as the county administrative and policy-making group. The Chest Playgrounds Committee now turns funds over to the association which in turn allocates them to the various communities.

School cooperation has likewise been extended. This summer Mr. Mavity will act as general supervisor. He will be assisted by the athletic directors of the other four high schools and by a Negro supervisor engaged for the purpose. All five salaries will be paid by the school board.

Plans for Serving More Centers

Because playgrounds have increased so much more rapidly than funds, the association has worked out a "unit plan" for the coming summer. Two playgrounds form a unit. Each unit will have a director serving each playground in the unit on

alternate days. If a community wishes to furnish supervision—either paid or voluntary—for other days, it may do so. This unit plan will assure paid leadership for twenty white and six Negro communities three days a week for eight weeks. Directors will be paid for nine weeks and will be required to attend a training conference for the week preceding the opening of the playgrounds. Volunteer leaders and members of local committees are likewise invited to take advantage of this training which will consist in part of an exchange of experience and skills among the several communities. Some experts from national organizations will also take part in the program.

Variations in Programs

The idea of the week's training was suggested by the diversification in activities throughout the county. The skills of each leader determined largely the emphasis in his program. One playground specialized in arts, another in handicrafts, another in folk dancing, and yet another in dramatics. One community made movies—doing everything from selecting the stories to be dramatized and writing the scripts to playing the parts and taking the pictures. In one community recreation for adults was important enough to attract about 300. Teen-age activities in another were so well planned that they carried over into a year-round program. This happened to be the smallest community. It has only about 500 inhabitants. Participants in the recreation program live in the surrounding open country. In the most urban center, on the other hand, activities were diversified. This year, it will have three playground centers.

Throughout the county, the usual sports and games received attention. There were softball and baseball leagues. Horseshoes, picnics, concerts by the high school band, and community singing have been among the more general programs. Transportation restrictions have limited inter-community activities. The exchange of experience and skills at the training conference is expected to strengthen the coordination of the program. A weekly newsletter published throughout the summer will afford opportunity for continuous exchange. There seems, however, little danger that the programs will become standardized. The importance of each local committee in planning to meet the peculiar needs and interests of its own community precludes this.

Many Organizations Cooperate

Within local communities, service clubs and other organizations have helped financially. In only one town has money been appropriated by the town council. There is hope of increasing appropriations from both town and county funds. In one community, Rotary is the local sponsoring group; in another, Lions Club; in others, the PTA; and in several, a Recreation Committee organized for the purpose.

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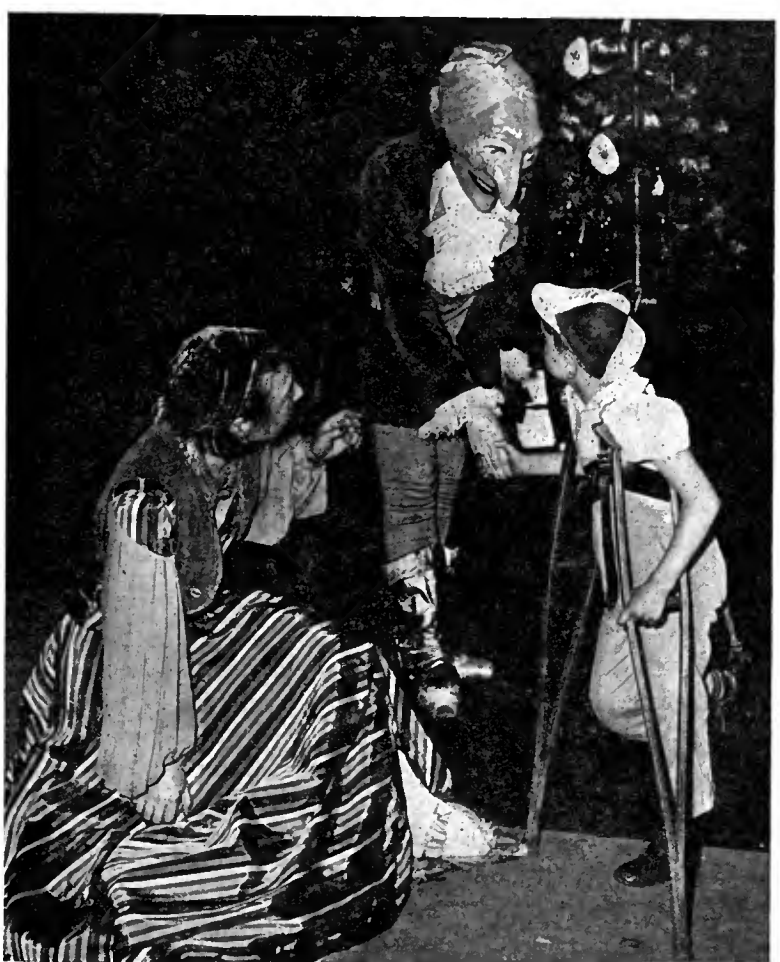
One community specialized in dramatics



Courtesy Adelphi College

Playground Drama

By MARIAN PREECE
Department of Municipal Recreation
Milwaukee, Wisconsin

DRAMA ON THE playground has its own special problems. But it has, too, special values to participants. For, to that natural actor, the child, drama is full of exciting possibilities, and everything is grist to his drama mill. The chief difficulties lie in a definition of terms and in keeping standards high enough to make the activity productive of genuinely worthwhile results. But any summer playground that can boast a well-planned drama program will be an exciting place for a child to go.

Personnel

The people who are planning such a program need to take into consideration the two general methods of conducting drama on the playground and to decide which is possible in their own situation. Sometimes, of course, especially in larger systems where there are many playgrounds in one community, it is possible to combine the two methods. In general, the program may be led by a drama specialist, or it may be under the guidance of the regular playground leader who may or may not have had special drama training. It is obvious that more ambitious plans may be laid out if a drama specialist is available. But it is not necessary to throw drama entirely out of the program if the playground leader must add this kind of activity to her other duties. It *is* necessary to know what can, in fairness, be expected of specialist and leader.

The Drama Specialist

The specialist comes to the playground with material and techniques which she can adapt to the ability of the children and to the available facilities. She understands the value of letting children develop their own modes of expression. She experiments, therefore, with new forms. She has a definite rehearsal schedule, and at the end of each session she decides whether the day's activity has served its purpose or whether it might be further developed to the advantage of the children and for the pleasure of an audience. Thus, by implication, she is prepared to carry out two types of drama. She may supervise the small, informal re-creation of a story or an incident on the playground which is done for the sake of the doing and is not recreated for an audience. Or she may lead her young charges into a more elaborate, longer-termed job of acting and production which has a public performance for its aim.

The Playground Leader

The regular playground leader may have had no formal drama training, and her acting experience may be limited to childhood "playing show." But it may be that through the very dearth of her own drama adventures she is more conscious of the drama hunger of "her" children. So, in addition to her manifold duties of conducting games, handcraft, nature, and music periods, she will find time to help the youngsters bring to life princesses and fairy godmothers, heroes and knaves. She should take care that she does not attempt too ambitious a program, that she does not plan to make these periods of play-acting into formal productions for, in the nature of the case, she will have neither the time nor the experience to make a formal program successful. She *can* guide and encourage the children in giving form and purpose to their dramatic re-creations. If she has had some training in drama, she can go a step or two further toward producing a play for an audience—as far as her knowledge and her time will permit. She cannot and should not be expected to undertake as large a program as a specialist who can devote her whole time to the one phase of the playground program.

Facilities

Facilities available on the playground for dramatic activities should be carefully surveyed before the program is undertaken. There must be a place that lends itself to play production. This, more often than not, will be only a shady corner or a paved area with the wall of a building for background. Like those Londoners in the cockpit of the Globe who were transported in a prologue to the "vasty fields of France," the playground audience may be carried to Sherwood Forest by a young narrator piping "and the nex—t scene is the camp of Robin Hood under the Greenwood tree."

Scenery, it is true, is not necessary for giving a

play. But it helps. A hedge, a group of trees, a stone wall may serve as a starting point that will give some child the joy of concentrating on a scrap of wallboard, a brush and a can of paint as he makes a little crooked chimney to rise above a cottage wall. A square of chipboard hinged to swing between two screens becomes the door that will let Goldilocks into the bear's very own house, and as she slowly opens the door she will probably hear a long, indrawn breath of excitement from her audience. Scenery may be simple, but it is important, for it fulfills the double purpose of helping to create an illusion and of giving budding craftsmen an outlet for their creative needs.

Augmenting the Natural Setting

Well-built lattice screens or screen frames that are light enough to be shifted easily, but firm enough to withstand a sudden gust of wind are practical in serving many purposes for playground shows. To hold them in place, use triangular braces attached to the sides of the screens with hooks. The braces should be weighted at the base with sand bags, or — better still — with cement blocks. Even with these precautions, however, there is a limit to the amount of wind that screens used out-of-doors will stand.

Screens can be used in almost an unlimited number of ways. Against a natural background of trees and shrubs and covered with branches and vines, they may serve as wings and mask the actors waiting for their entrances or after they have left the stage. They can serve as set pieces. Their outlines are easily changed by adding profile pieces of wallboard or even heavy cardboard. Two screens held together by a piece of wallboard that has been cut in the form of an arch can be the entrance to a castle. They can be painted on one side to suggest one scene and reversed to show another and entirely different setting.

Platforms and steps give variety to sets and to the action of the play. They are well worth the price, for if they are carefully constructed and carefully stored when not in use they can "double in brass" for many plays over many years both indoors and out.

Properties such as lanterns, shields, baskets, trays, and dishes can be made in handcraft periods for the productions. After the performance is over, they will be an unfailing source of stimulation for informal drama hours.

Dressing the Part

All children like to "dress up." But, too often, when costumes are mentioned, budget rears its ugly head. A cast of fifty youngsters all clamoring for a costume may well cause any leader whose budget for the occasion runs to $7.59 to go quietly mad. In such a case, however, there is a solution. Such character costumes as pirates, or nationality costumes as Mexican or Polish can be effectively suggested by accessories—hats and sashes, aprons, bonnets, vests and boots. For large groups, the more uniform the color and outline of accessories, the more effective they will be.

Some cities have built up a large costume wardrobe by spending small sums each year. Such a system is highly advisable where proper storage space is available. Costumes from the wardrobe, issued to playgrounds on request, should be made of materials that will stand laundering and hard wear, with generous seams and hems so that they may be easily altered.

Good taste in planning costumes to be used by children or for child audiences doesn't always get the attention it deserves. Anything that tends toward the vulgar or the tawdry should be avoided like the plague.

Dramatic Materials

One of the difficulties that faces planners of playground drama programs is where to go for program materials. There is, in all conscience, little enough good prepared material for informal dramatics. That is, perhaps, all to the good. For playground drama will probably be more truly rewarding if it grows out of the day to day experiences of the children—the stories heard in story hour, incidents that happen during the day's occupation, details suggested in music periods or craft periods. (In another place in this issue of the magazine* there is an article that bears closely on this matter of creating drama materials.)

If there is a drama specialist she will know where to go for plays and pageants and festivals suitable for playground production. She will know, too, the best way to work with children in developing their own materials. In any case, the important thing to remember in choosing dramatic materials is: *Playground drama is for the child first. The audience is very much a secondary consideration, if it is to be considered at all.*

*See *Write 'Em and Reap*, page 227.

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Dramatic Art Festivals for Tomorrow

By BENJAMIN ROTHBERG
School of Education
University of Pennsylvania
Philadelphia, Pennsylvania

WE ARE DREAMING of the postwar days as a time when some of our most cherished ideas may come true; as a time when all our planning, our efforts, and our desires will take definite form and come to fruition.

In our school drama, as in any other field of education, we have every right to expect, if not an entirely different program of teaching, at least a change in methods and their application.

One phase of school dramatics, because of the variety of motivations and its influence on the attitude and approach to drama, should be given an even more prominent place than it now occupies. I have in mind dramatic festivals. (It goes without saying, at least for me, that in the future we should eliminate altogether dramatic tournaments and contests.)

We should plan for festivals free of competition and rivalry, black looks, and hurt feelings; festivals which will develop a new sense of values and insure better work and heartier cooperation; which will instigate imagination and not jealousy, which will offer opportunities for creative work and not for star performances in choice tournament plays.

I envision such dramatic festivals where original plays, directing, and acting will be fused into one harmonious unit—and will give impetus and incentive for better work in the future, and not the sensation of emptiness resultant after a failure. I am looking forward to the time when various directors and groups will meet for a dramatic festival in a true sense of the word; radiant, eager to present their creative effort, and interested to see what others are doing; anxious to swap ideas, experiences and knowledge, and willing to be told why they came out on top, or why they were below par. I put a special emphasis on this last and extremely important phase of telling "why" and "why not."

My most fervent hope is that in our postwar dramatic festivals we will do something to our methods of judging of plays. I will go farther and say that not only plays, but scripts, poems, public speaking and reading should be judged differently from the way we are doing it now.

I don't see any point and consider it a sheer waste of time for a judge, or a group of judges, to sit through an evening of one-act plays and then select one without explaining to the other players why their plays were rejected, or, for that matter, why a certain play was accepted. We can't cover up this approach by saying—"It was evident that this play was superior to others." What *made* it superior, that is the important point. The same approach goes for a script, or interpretive reading. I, for one, believe in the conference method of judging. I believe in a round-table meeting of judges, players and directors. It gives everyone a chance to know what impression was produced by a certain play and an opportunity to learn why a play failed, or came below par. Without this free exchange of opinions there is no reason for participation, since the loser doesn't know what to do to improve his endeavors.

As I see it a dramatic festival should have these motivations:

1. acquaintance with dramatic literature
2. incentive for creative work (playwriting, design, etc.)
3. dramatic study
4. exchange of ideas and experiences

Out of the above motivations a whole series of incentives will evolve in a variety of fields connected with drama, theater, and allied arts, like:

1. original playwriting
2. opportunities for original directing and acting
3. studies in costume, make-up, and stage design

The dramatic festival also should offer a series of clinics or conferences which all the participants should be urged to attend and take part in wherever possible. These clinics or conferences should include:

1. demonstrations in lighting
2. demonstrations in make-up
3. demonstrations in scenery making
4. conferences on acting, directing, and casting
5. conferences on playwriting, scenario writing and radio writing
6. conferences on speech techniques—for stage, radio, television
7. talks—demonstrations and conferences on general play production
8. conferences on the backstage organization
9. exhibitions of costume plates, photographs of stage sets and original stage designs, stage models, books on drama and theater

(Continued on page 277)

New York Holds a Drama Festival

By MARJORIE L. DYCKE
Samuel J. Tilden High School
Brooklyn, New York

IT WILL probably come as a shock to teachers in small communities that the New York City schools have just held their *first* drama festival. Dramatic events of this type have been a tradition throughout the country for so long, that to view a festival as an innovation seems like peering back into the annals of time. And New York, of all places, not to have had a festival before! New York, one of the great centers of culture! Thereby hangs this tale.

Because New York offers so many means of diversion, because it has motion picture houses on what appears to be every other corner, because it revels in the Times Square theater sector, it has little time or patience for amateur theatricals. So, many years were gathered to their fathers before a group of high school teachers summoned up enough courage, or foolhardiness, to embark on a festival venture.

The initial step taken, another problem peculiar to large cities presented itself. New York has eighty-four public high schools, most of which have student bodies equivalent in population to small cities. Registers of 4,000 to 5,000 are not uncommon. The enormity of the task of administering and supervising these schools has, of necessity, created a High School Division in the Board of Education which is less personal in its relations to the schools than the local board of a small town can be. This fact, plus the multitude of projects presented almost daily to the Board for approval, has brought about a formidable system of checks and counterchecks, which might have daunted a less hardy crew than the determined group who presented the festival plan. One year after the conception of the idea, the planners were authorized to form a committee and go to work. Five and one-half months later the festival was held.

That, in broad outline, is the story. The details are, naturally, more harrowing. However, since enumeration of procedure down to the last telephone call is unnecessary for an understanding of festival organization, what follows is a general picture of the problems involved.

To begin with, the committee decided on a festival rather than a contest, since it felt that sharing an artistic experience was of greater educational and cultural value than competing for a prize would be. This spirit of cooperation permeated the endeavor from beginning to end, even to the extent where participating schools borrowed "props" from one another for rehearsals and performances. The hope of the committee was not only that the festival be an enjoyable event, but that it also serve as a stimulus to enrich dramatic programs in all schools for the future.

Questions of policy immediately arose. What limitations should be placed on the choice of plays? What maximum length was to be permitted? What scenery should be used? Where was the festival to be held? What facilities were available? Where was the money coming from?

These questions were settled at a general meeting to which all interested schools were invited. (The committee thought that everyone participating should have a hand in framing the festival policies.) The decisions reached were the following:

(1) Scripts should not be censored by the committee. Faculty adviser should be permitted free choice of play.

(2) Running time of plays should not exceed forty minutes.

(3) All plays were to be done in drapes, with the door and window flats provided by the school where the festival was to be held.

(4) All properties, costumes, and the transportation thereof were to be provided by the entrant.

(5) Royalty fees were to be paid by the individual schools.

(6) Tickets were to sell at 50¢, 40¢, and 25¢, in order to fit the pocketbooks of all pupils, and to induce audiences to see all of the performances.

(7) The participating schools were to pay no entry fee, but were to guarantee the sale of their ticket quotas.

(8) The schools were to turn all money in to the Drama Festival Committee.

(9) They were to submit expense accounts to the committee, who would then reimburse them to the extent of twenty-five dollars.

(10) The Association of High School Teachers of Speech and the Association of First Assistants in Speech, (the sponsors of the festival in accordance with the rules of the Board of Education), were to be reimbursed to the extent of their contributions, and were to receive, in addition, $50 to be earmarked for future festivals.

(Continued on page 274)

Out of the Tiger's Den Into the "Show Business"

By WILMA M. McCARTNEY
Superintendent, City Center
Hackettstown, New Jersey

"HEY, MAC, when do we start working on the next show?" Twenty-six boys and girls, the cast of a new "hit" (the crew were *in absentia*, setting up for Act II) bore down upon the director of Hackettstown's Tiger's Den. Their musical comedy, *Hay, Hay, What Say?*, was one-third over. Already it had justified the work that had gone into it. When the evening was quite done, the young writers of book and score were breathless with the heady wine of success.

Mrs. Sidney McCartney, director of the Youth Center, had suggested an original musical comedy as a project for the teen-agers who looked to her for leadership. To the youngsters her idea seemed a "natural." Not only were they eager to get their teeth into a stimulating activity, but they needed and wanted a public address system for their clubrooms. Here was a chance to raise the necessary funds.

Almost without pausing for breath, a script committee got to work on the book. They developed a story about a group of teen-age boys and girls who went to work on a farm because of the manpower shortage. The story came along nicely, but there was a large question mark about the music. No one on the committee could whip up a song for love or money! So they took their problem to the student body at the high school and the question mark became an exclamation point when a young lady of fourteen years not only offered to write the songs but did so with ease, dispatch, and conspicuous success! With the music for seven songs in their hands and their heads, the script committee had no difficulty in creating the lyrics to go with the music.

The script completed, tryouts were held. Nobody in Hackettstown had known what wonderful variety talents were hidden under bushels all

(Continued on page 276)

Design for Promoting a Listening Audience

THERE'S MORE TO RADIO than turning a dial. There's more to it even than finding air time, finding a good script, casting it, rehearsing it, going on the air with it. There's more to radio than the willingness of the local station to allocate time "in the public interest" to the director of recreation for a thirteen weeks or a twenty-six weeks series. Unless a radio series is heard, it might just as well not have been broadcast. Unless a series from the recreation department is heard by a large number of people it is not worth the time and the strength and the effort that went into it. So, you of Podunk, U.S.A., who are planning to use radio as publicity, need for your own sake to promote a listening audience.

Beyond that, you owe something to the station making air time available to you. In the business of radio time *is* money—quite literally. It is true that each local radio station holds its operating license in part upon the condition that a proportion of its time be allocated to programs "in the public service." It is also true that the majority of local station managers are public-spirited men who are eager to further community programs. Nevertheless, they are business men too, and theirs is the job of maintaining high standards for their station, of increasing the listening audience. If, therefore, the manager of your station has granted you, as director of recreation in Podunk, U.S.A., the gift of time-money he has a right to expect from you a promotion campaign. For your part, you owe *him* the biggest possible listening audience. You owe it to him, to your series, and to your recreation program.

You cannot do the job alone. You cannot and you should not. You need to reach the *whole* community. Begin with that. The audience you want to talk to is the whole community. Therefore, the job of promoting that audience is the community's job. To reach one segment of that community is not enough. You must aim to reach them all. *No one agency can do that.* You will need the combined efforts of all your town's agencies to bring these stories to your community. *Begin with the community.*

Community Planning

What agencies in your town should you call upon to help you? There are in general ten agencies that will help you. All of them may not exist in your town. Use all of those that do exist. They are schools: public, parochial, private; churches, libraries, P.T.A.'s, museums, the Junior League, the A.A.U.W.; youth agencies: Scouts, Camp Fire Girls, Y.W. and Y.M.C.A.; community centers and settlements. Your initial job is to take the lead. Take the lead in forming an advisory committee. Take the lead in seeing that each of the cooperating groups has the opportunity of taking that part in the plan which it is (*a*) most interested in doing, and (*b*) best equipped to do.

The Advisory Board

CAUTION: these suggestions are *only* suggestions. No one can tell you exactly what to do in *your* town. The plans and the blueprints must come from your own knowledge of your community, your own imagination, your own choices from among the alternatives that are presented here.

The function of the advisory committee is twofold—to assure the radio station a wide listening audience because of the number of community interests it represents; to plan in detail a promotion program, to spread the news of what is to come and keep it spread. The choice of the members of the advisory committee will vary from town to town. It should certainly include representatives of the libraries and five or six people from the schools, among them one or two school principals. It should also include representatives from the outstanding adult groups whose interest you as recreation leaders want particularly to enlist.

Two words of warning about the choice of the advisory committee. 1. Keep it small—not more than eleven or twelve members. 2. Be sure that every member of the committee is deeply interested in putting the series over—deeply interested and willing to work. *Don't* have on the committee *anybody* who is uninterested in radio. If you think this a foolish warning, well, it has been done!

Design for Promotion

The series will need behind it a well-developed promotion plan for two reasons: (1) To see that every person in your town knows about the program — the station

Here is another article on the use of radio by recreation departments. The first was *Going on the Air?* in the December 1944 issue of RECREATION. The second, *Patterns for Publicity in Radio,* was published in RECREATION for March 1945.

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call letters, the place on the dial, the time of day, the day of the week, the fact that it is a weekly program. (2) To assure the station manager that he will have an audience for the program. No station manager wants to take the chance of playing platters to the empty air. If *he* is giving *you* time (his most valuable commodity) *you* owe him an audience.

Be sure your promotion plan is as broad as you can possibly make it and is designed to spread throughout the series—before the program goes on the air, during the series, perhaps a grand finale to coincide with the end of the program. Remember, too, that while the program is on the air you must find ways of gauging the extent of your audience and report on this periodically to the station.

Here are a few suggestions of basic promotion methods. Adjust them with imagination to your town. Use others that may occur to you out of your particular knowledge of your own situation.

1. **Newspaper Publicity.** (CAUTION: The amount of newspaper space available varies. Newsprint is scarce and must be husbanded. Remember, this is the *least* part of the whole promotion picture. Make the most of what you can get, but don't worry if there isn't much.)

2. **Posters and Handbills** on bulletin boards, in schools and libraries, in department stores, in community centers, settlement houses, and, of course, at your own playgrounds and indoor recreation centers. The posters and handbills may be made under the direction of your art supervisor or they may be printed commercially. In the latter case you may be able to get some commercial groups to finance the printing in return for an ad on the posters or handbills.

3. **Bookmarks.** You may be able to get the libraries to cooperate by placing bookmarks in all the books issued from the public or school libraries. This is especially true if your series happens to be a dramatization of stories or parts of books. The bookmark may be made or financed in the same way as the posters.

4. **Announcements** to schools, churches, P.T.A.s, Scouts, A.A.U.W.'s, Community Centers, Service Clubs.

5. **Car Cards** in street cars, busses, and school busses.

6. **Studio Audiences** IF your station permits them.

7. **Listening Groups** at recreation and community centers, in libraries and museums when your program is being aired.

8. **Notices to Teachers** in all schools within the radius of the station.

9. **Movie Trailers** announcing the program.

This is the kind of promotion that comes from the *community*. The radio station can be expected to give short plugs before this program goes on the air and to list the program through its regular publicity channels.

Approach to the Station

Know your station! Know the type of program it carries, whether its coverage is local or regional. If there are two stations (or more) in your town, study them carefully before you decide which to approach. If one of the stations is regional don't automatically decide that it is the most readily listened to. It may not be. The station with local coverage may be the best for your purposes. Or you may find a smaller station more cooperative.

Go to the station with an excellent and detailed promotion plan, ready—in your hand. Be sure you don't approach a regional station with a promotion plan that is purely local.

Remember that you are asking the station manager for time which is the equivalent of money. Remember, too, that your request will have to be fitted into a schedule which is governed by many considerations of which you can know little. A local, sustaining program can *never* command the cream of the station's time.

However, don't go without some idea of what time you want. For this you and your advisory committee must have decided upon two factors: the time which the station has available, and programs on competing stations. Make the best bargain you can with the station—both these things considered. Your promotion plan is your bargaining power. The better the plan the nearer you will come to the cream of the time.

Never forget! Radio aims at a mass audience. Promoting that audience is a community project. Do not let your own belief in the work you are doing lead you to assume that everybody else in the community will automatically share your enthusiasm. Many people will "have to be shown." The more community groups you have working with you to promote a listening audience the better chance you will have to show the whole community.

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What They Say About Recreation

"AT OUR BEST we respond to beauty—music, art, drama. It is even more wonderful to create beauty—to participate in the arts for the joy of living. We remain workers, but for a little while we live as artists. Through these expressions we discover new worlds around us."—From *Growing Up,* I.L.G.W.U.

"Art must touch in one way or another the daily life of every citizen of our nation. It is a vitally important integral part of life in a democracy."—From *Related Arts Service.*

"We can give our children the confidence they need by doing things with them at home. Children live for action. Play with them and they will be more receptive to home responsibilities."—*House and Garden.*

"There is a book for every mood, and one can journey the world around by merely going to the library or the bookstore."—*W. F. Bigelow* in *Manual on Children's Book Week.*

"The average boy wants to use tools and make things. He is fascinated by the possibilities which he finds in the shop with its materials, equipment, and leadership. Here he experiences the thrill and pride of possession that comes from satisfying the creative urge which is so strong in every boy."—From *Boys' Clubs.*

"People are learning that society actually reaps profit out of proper aid given to the underprivileged child. If billions are spent annually because of crime, the dollar spent today at the source of prevention will save thousands tomorrow."—*Honorable John Warren Hill.*

"In leisure and recreational training art study is of maximum importance, whether the activity be music, dramatics, painting, sculpture, weaving, or other handicrafts."—From *Related Arts Service.*

"Children are much nearer the inner truth of things than we are, for when their instincts are not perverted by the superfine wisdom of their elders, they give themselves up to a full, vigorous activity. Theirs is the kingdom of heaven."—*Friedrich Froebel.*

"Play is a type of experience that strengthens and enforces man's freedom. The society that claims to be a great, free society must be one that is great in its play."—*H. A. Overstreet.*

"To have great poets there must be great audiences too."—*Walt Whitman.*

"The old stories are not superseded. They are simply reaffirmed in a fantastic world which combines the magic of science with the violence of primitive man. They are themselves the seven-league boots by means of which children of the future will bridge the gap between man's aspiration and accomplishment."—*Frances C. Sayers* in Foreword to *Stories.*

"A child's spirit can be undernourished as well as his body. Your faith and your courage and your love are Grade A foods for your child's spirit. There are no others as good."—*Katherine Lenroot,* Chief of the Children's Bureau.

"We know that competition in art, literature, and all creative work tends to bring accomplishment to a dead level of mediocrity because individual expression is shaped to conform to the standards of judges who are a part of the system."—*Phoebe H. Valentine* in *A Review of Two Charitable Trusts.*

"The destruction of our natural resources, when carried on with war as an excuse, is treason. Their conservation for war use is patriotism."—*C. M. Finfrock,* Dean of Law School, Western Reserve University.

"Mightier than armies with banners, the quiet, undramatic forces of education are the safeguards of freedom, tolerance, and human growth."—*Beulah Amidon.*

"Mental health is a weapon for victory as potent as armaments. We should create a healthy attitude as we build industries for offense. Confidence not only creates well-being but radiates to our fellowmen. Confidence based on fact is a cornerstone of mental health. Our national self-confidence will contribute to civilian morale."—*Joseph L. Fetterman* in *Hygeia.*

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Titian and his sister

Lights!

ONE NIGHT in this month of August, there will be a party at the Children's Theater in Palo Alto. It will be a rather special occasion because it marks the end of a new and exciting experience in Palo Alto's recreation program, and the beginning of a project which, so far as is known, is the first of its kind to be launched by a municipal recreation department. For that party will honor the "World Premiere" of the motion picture *Titian*.

Titian is a forty-five minute story enacted with color and sound before a sixteen mm. camera by the people of Palo Alto and graduate students of Stanford University. It exists because the Recreation Commission of Palo Alto saw that their facilities and their personnel could be used to provide increasingly rich recreational experiences not only for their own town, but for many thousands of children all over the country.

The film is a dramatization of an incident in the life of the boy Titian. It was first produced in play form before a "live" audience and so had been tested for interest and sound dramatic values by people typical of those to whom it would be shown on film. The story of its making is a kind of latter day fairy tale.

Quiet games between sequences

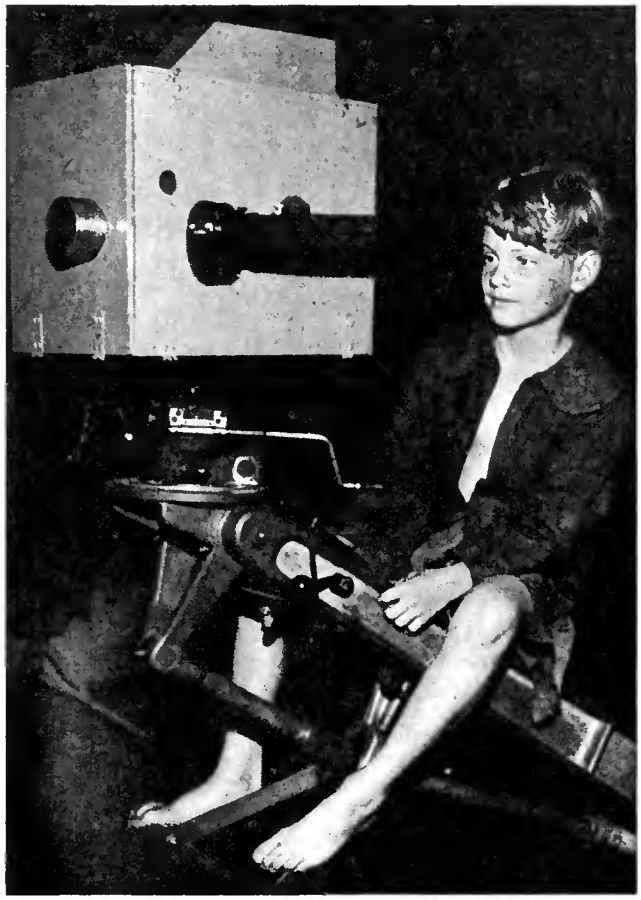
Getting Started

The story begins with the desire to carry to the children of a wider community the fruits of Palo Alto's drama program. Trouping the plays that were built on the home stage could, in the nature of the case, reach only a small area. But once mov-

Action!

ing pictures were made of those plays there was no limit to the number of youngsters who might enjoy them. The dearth of good films for boys and girls was a lamentable fact. Commercial film companies were not filling the need, and it seemed to the staff and the commissioners of Palo Alto a sound idea that they do some experimenting in this field.

It was obvious from the first that no halfway measures would do. The film would have to be "out of the top drawer." There could be no compromise with standards. Producer, director, script writer, script man, sound man, camera man would all have to know their business. Furthermore, they would have to be willing to work with actors whose only experience with a motion picture studio was a tourist's-eye view. Finally, they had to be able and willing to work with children. These people were found.



Riding the dolly

Preparations

They came to Palo Alto, met and talked to a group of children who had taken major roles in three full-scale productions in the Children's Theater, selected from that group the two boys and two girls who would play the leading parts in *Titian*. To these children were added seven adults, three horses, a donkey, half a dozen cows, a flock of chickens, and a kitten, to make up the cast proper. Thirty more children and thirty more adults participated in group scenes. All these actors, ranging in age from three to seventy-six years, were having their first experience before a profes-

Palo Alto boys work the switchboard

On location

sional camera. All of them were people who had lived in Palo Alto or had some part in the program set up by the Palo Alto Recreation Commission.

In the meantime other members of the community and of the theater staff were working on other phases of the production at the theater. The technical staff and their crews were building sets, designing and making costumes, devising properties. The city librarian was checking and rechecking books on fifteenth century Italy to be sure that every detail was authentic. The scene was to be laid in Titian's boyhood home at Pieve de Cadore. A Palo Alto restaurant keeper had come from that small Italian town where his family had lived in the same house for 800 years. He provided many bits and pieces of information which were used to insure technical accuracy. Other people in the community were eager to help. Permissions to use property for scenes shot "on location" were generously given by property owners along the one road where the proper backgrounds for all the outdoor settings were found. When an advertisement appeared in the local paper requesting the loan of a donkey, offers of seven such animals were received posthaste. One hundred thirty volunteers, one way or another, contributed to the success of the picture.

Making the Picture

Finally the sets were complete, the costumes and properties ready in every authentic detail. Cast and crew were ready to roll.

The trained movie-makers had brought along skeleton crews to man the lights and the sound equipment and the dollies that carried the cameras. But these were only skeleton crews. Much of the actual technical work of shooting the picture was done by boys and girls of high school age who had learned the craft of playmaking under the staff of

An inside shot

the Palo Alto Children's Theater. They approached this new technique in an old art with enthusiasm and interest, and in short order could speak with authority of "ashcans" and "dollies," camera angles, and footage readings. They were having a wonderful time. Not a little of this satisfaction came from the opportunity to work with the sound man, an Army Captain recently invalided home from the South Pacific. (He, by the way, found that this experience working for children solved the problem of what he wants to do now that he is, perforce, a civilian again.)

The Recreation Commission of Palo Alto, California, seeking increasingly rich recreational experiences for the people of the community, have made possible a project which will benefit many thousands of children all over the country. *Titian,* a forty-five minute motion picture in color and sound, will shortly be available for distribution anywhere in the United States. For further information about the film, write to Mrs. Hazel G. Robertson, Palo Alto Children's Theater, Palo Alto, Calif.

A moving picture, unlike a play, cannot be made on a long-term schedule which permits of rehearsals spaced so that they will fit into a day filled with other obligatory activities. The sun — and camera men—wait for no man! This might have been a problem as far as the children were concerned, for schools, too, have fixed time schedules that must, in most cases, be met. But by order of the superintendent the boys and girls were given assignments to prepare while they were "on call," and they were excused from attending classes.

Work began at 9 A. M. and continued—when necessary—until midnight. During these extra-long sessions (planned as far as possible for week ends) the children had regular rest periods. They slept peacefully after lunch and dinner when they were not actually playing. For their part they willingly gave up the childhood joys of going to parties and frolics so that they would not be overtired when the time came to speak their pieces before the camera. At other times when they were not on the set the children studied or read or played quiet games in the theater's Secret Garden.

Cast and crew had lunch, dinner, and a ten o'clock snack at the theater. Meals were cooked in the theater's kitchen and were supplemented by special and delectable dishes sent in by the people of the town who wanted, in this way, to have a part in the community experience. The youngsters did their own supplementing between meals with cookies and fruit which they took turns in bringing along. During the ten days of shooting the adults concerned consumed fourteen pounds of coffee! Every day, at four o'clock, cast and crews alike had a good stiff dose of vitamins.

The group scenes were turned into a picnic. The actors came to the theater, got into costumes (make-up presented no problem for, with the exception of one beard, none was used) and watched the indoor takes until the sun was right. Then everybody adjourned to the hills for the filming of the crowd scenes, knocking off for an *alfresco* lunch at the psychological moment. When one of the group pictures—a procession—was made, the three-year-old actor slept peacefully in the arms of an adult who was carrying him. The complete relaxation of the small boy adds a touching bit of realism to the scene. An unforeseen difficulty came about as the result of this picnic. The next day faces were not the same color as they had been the day before. The sun had taken a hand in make-up!

Completion

At the end of ten days the filming was done. The musical score, written especially for the picture, was ready for dubbing. The job, except for the work to be done in a film laboratory, was over. The children planned a party on the last night of the shooting. The honor guest was "Joe," the director. The *piece de resistance* was a large and luscious cake decorated with particularly gooey pink sugar roses and topped off with a sparkler. The youngsters gave Joe the cake and a hearty invitation to come back and make another picture—but soon.

Difficulties

All this had not been accomplished without difficulties. For example, the scene shifters for all of Palo Alto's stage productions were high school boys. But scenery for movies is something else again. It must be massive—real—not a thing of light wooden frames and canvas. Before the eye of the camera there can be no "faking." The

The photographs that illustrate this story of Palo Alto's adventure into new realms of theater were taken by Anita Fowler, staff photographer of the Children's Theater. They represent part of a complete record in "stills" that she kept while the film was being made and which was used each day to check up on details of settings and costumes. The pictures are reproduced through the courtesy of the Palo Alto Recreation Commission and Mrs. Fowler.

youngsters were not quite strong enough to handle the heavy walls and doors, but they were not daunted. They simply called in their fathers who came gladly to help the boys!

One problem early in the game bade fair to spoil the whole show. The producer's station wagon, loaded with equipment, caught on fire. The crew turned firemen and put out the fire with grass. Then they turned mechanics and cleaned the carburetor of the "grass roots" dirt.

Sound, too, was constantly being troublesome. The wind blowing into the microphone set up an unwanted roar. A boy's "beanie" was pre-empted to serve as a temporary sound filter until a more scientific solution could be devised. A bee decided to investigate the mike and nearly deafened the sound man before it could be coaxed out and sent about its business. One scene was shot in a field of grain. The wind blowing across it came over the sound track like a great rattling of giant beans, so the mike had to be placed below grain level. The songs of meadow larks got so mixed up with the dialogue that a whole sequence had to be shot over again. Even inside the theater noise was a complication, for the drone of Navy planes on Pacific patrol duty could not be kept out by four ordinary walls. The interior scenes had to be made between the times when the planes were overhead.

Color was another problem. In the script the young Titian, without money to buy paints, sees his dream of becoming a painter disappearing. In his dejection he picks and crushes a flower whose stain he recognizes as a basic ingredient for paint which he can have for the asking (and the mixing). In his search for other colors he needs red clay. Unlike the Italy of Pieve de Cadora, the countryside about Palo Alto had no banks of red clay. The grey bankside that was to be used for this scene had to be painted with calcimine blown on dry.

A minor and recurrent difficulty was provided by "Dopey." "Dopey" was a pointer pup, and he had practically been born in the traditional dressing room. He had the run of the theater where his actions could, in a measure, be controlled. But when the group was on location nobody could guarantee that "Dopey" wouldn't decide to add his voice to those of the cast at a moment when a barking dog would be definitely out of place. He was left behind tied up securely. Misliking such treatment he chewed through ropes, wiggled out of chains that took their place, and periodically proceeded to get himself lost. When the real estate office or the children at the Junior High School phoned to say that "Dopey" had turned up, he had to be gone after before he wound up in the pound.

Cooperation

In spite of all the difficulties the picture was made. It is something of a milestone in the history of motion pictures, for it is probably the first time that non-professional, recreational theater members and professional motion picture technicians have combined their talents and their equipment to make a picture for children. That such a thing was possible is a tribute to the cooperation of everybody concerned. The director believed so firmly in the importance of the job that he worked —and worked hard, as the results testify—without salary. The Speech and Drama Department and the Music Department at Stanford University, and the Music Department at the San Jose State College contributed their special skills. The technical

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Getting ready to shoot

Gold on Treasure Island

THERE'S SOMETHING nostalgic and exciting about Treasure Island. You remember the days when Long John Silver was as real as the boy next door and you dreamed of gold by night and dug for it by day. You remember that you expected to find it with the next strike of your shovel. The war has not quite erased the old romance. You know that Treasure Island means men training for battle, men being sent out to kill lest they be killed. You know that there is no time to look for pirate gold, and no illusion about its existence—even on Treasure Island. But you wonder whether any place with the magic name can be without a fragrance of that sense of adventure that used to walk with you and Robert Louis Stevenson. So, you begin to look around you at this huge naval training and distribution center more than half expecting something out of the ordinary.

You see men and women coming and going. You see them learning the ways of war. You wonder if they have any spare time and what they do with it. You wonder what is being done about their recreation. You begin to ask questions, and you ask to be shown about.

You are taken to see the new recreation center—formally opened on December 20, 1944. It is an enormous building housing the offices of the Recreation and Entertainment Division. It has a main lounge, game room, hobby shop, library, telephone room, publication offices of the weekly paper, *The Masthead,* offices of the physical training and maintenance section. Near it you see two other new buildings. In one of them are two swimming pools, a gymnasium, bowling alleys; in the other a motion picture theater.

You talk to the director of the Service Center. She tells you that she served overseas in the last war—in Germany—with the Army of Occupation in 1918-19. She says she is trying, as far as she can, to serve as substitute mother to the thousands of men and women who come to the center. She is not sentimental. She is a little hesitant in talking about herself. She says she is repaid many times over for anything she does by watching the boys and girls in the lounge or the hobby shop or the game room. They have a good time.

She is proud to show you the main lounge. It is 107′ x 54′. The furniture is modern. The decoration follows the latest trends in design. You see that the walls are copper-colored; that there are many comfortable chairs and divans, writing desks, tables. You sit at the beautiful grand piano and start a song from the last war. That delays your inspection. It is evening. Before you can get away you have played "favorites" for a score of singers who have clustered around you. Finally, you give up your seat on the piano bench to a sailor and rejoin the director. She has been talking about flowers with a tough-looking seaman who wants to know the names of the spring blooms in one of the many bowls scattered about the room. When the war is over he thinks he will plant a flower garden near his house on a farm. His wife would like that. You start to speak to a boy you think you know. You don't speak to him because you see that he has fallen asleep in a deep chair. His finger marks his place in the book.

The director tells you to wander as you like in the building. You thank her and walk through the game room. You stop for a moment to watch a ping-pong battle. There are fourteen pool and billiard tables. Someone tells you that the use of each table is limited to forty-five minutes. You think that here time too, is a thing that must not be hoarded.

You have been skeptical about the hobby shop. You wonder how much use it really gets, and how good its products are. You see at once that it is good. Instructors are teaching beginners in painting and leathercraft and clay modeling. You learn that there is no charge for teaching or materials. The instructors are volunteers. You notice that everybody cleans up his own place when he is ready to leave. They like that, one of the men tells you. They like, too, to have a place where they can "make a mess" without being quarrelled with. A WAVE wraps her clay model in a damp cloth before she turns to talk to you. She tells you that she hasn't been to the "beach" since the hobby shop opened. You wonder what she means and she tells you that "beach" is Navyese for town or city. "This is so much more interesting than playing around the streets in town." You hear of another WAVE who had wanted to paint all her life. Her parents insisted she go to college first. She had left college to join the WAVES. Here,

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Fit for a King

By ETHEL SORGEN

NAUSICAA, Homer's princess of Phaeacia, for sport decorously tossed a ball to her maids of honor a thousand years ago. Thousands of girls, princesses of another kind of court, in white shorts and copper legs today bat their ball with vigor across a net. The tale that lies between is the success story of a great international sport which was held responsible for the death of a king, affected the course of legal history, drove gamblers to a debtor's prison, and enabled swindlers to live their lives out in embezzled luxury.

Tennis, at first played indoors and called "court tennis," was at the start a royal game. Its beginning seems to be linked with the pastime of the feudal kings and barons of Italy and France during the middle ages. It gradually lost its significance in Italy but its popularity in France remained constant and it was taken up in England with great enthusiasm.

About 1424, when tennis was the great national sport of France, the name of Margot appears. She was considered the greatest tennis player of her time, excelling in both forehand and backhand strokes. Before rackets were in use, Margot played with her hand unprotected and could beat any man in France allowing him to wear a glove or bind his hand with gut.

Louis X of France, an insignificant ruler in the matter of political prowess, was a great tennis enthusiast. His death was attributed to a chill contracted after a turn at his favorite sport. Charles V was devoted to the game and selfishly tried to ban it as a pastime for the lower classes. It was during the reign of Charles V that all the great nobles played constantly for huge stakes, and

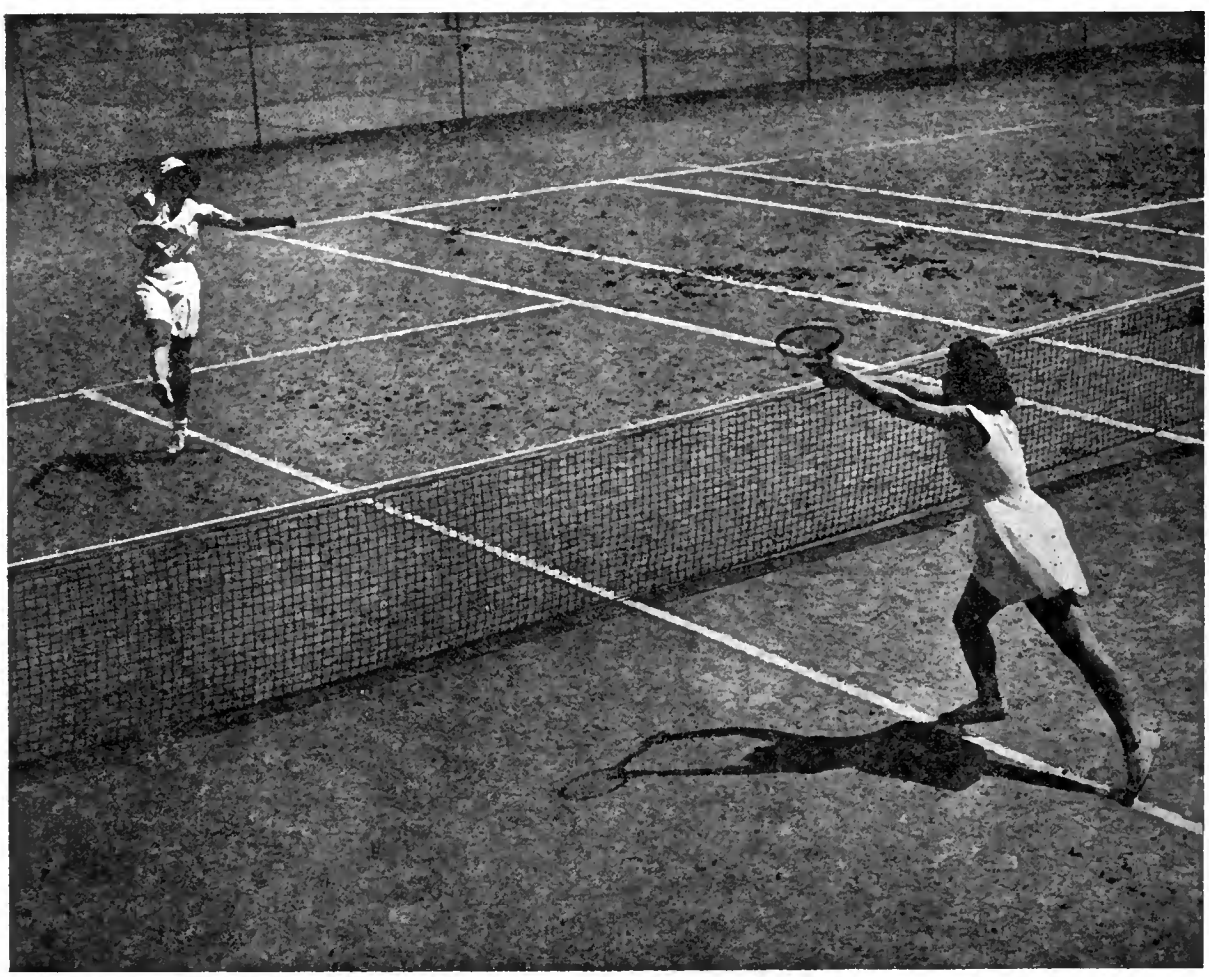

Photo by William M. Rittase *Courtesy Hood College*

when they lost their fortunes they put up their fine clothes rather than give up the game. Affairs came to such a state that a law was passed forbidding court gallants to play in their shirts, and the Church Council of Sens specifically stated that monks should play neither in their shirts nor in public!

Further examples which prove the extreme popularity of tennis are almost endless. Charles VI watched the play from the room in which he was confined during his attack of insanity, and Du Guesclin amused himself with tennis when Dinan was under siege. In the reign of Henry IV the saying was common that there were "more tennis players in Paris than drunkards in England."

Another avid French tennis fan was Henry II, who far outshone the nobles of his time. His father, Francis I, played the game in his less spectacular moments as did his grandson Charles IX and his successor Henry of Navarre.

In the seventeenth century, tennis became a spectacle in France and the professional player came into existence, the most famous of the time being Le Pepe, Clergé, and Servo. Huge sums of money were wagered, especially at the end of the sixteenth century when the stakes were placed under the cord or net during play. In England, about 1750, there was so much betting and swindling especially by professional players that tennis as played in public courts fell into disrepute.

There was a time when "stunting" was fashionable. Masson, the great French player, would stand in a barrel before receiving the service, spring out of it and back in before and after each stroke.

Tennis as a vigorous trial of speed and skill fell into decadence with the coming of Louis XIV. Following his desire for magnificence and splendor, Louis turned the sport into a mild and insipid pastime. The actual play lost its importance through a myriad of elaborate ceremonies created by the monarch. He had his private court, a carefully trained court dignitary who presided over the game. The splendid monarch even went so far as to have a special lackey who handed him his racket!

Despite Louis' contribution to the downfall of tennis, it continued to flourish in the nineteenth century, but its popularity waned as increased building caused the demolition of many courts. Furthermore, the construction of courts, complete in every detail, became so expensive that few could afford to have them. The last of the old courts to disappear stood in Windmill street at the top of the Haymarket in London.

The first courts had no nets. It was in the seventeenth century that nets — ropes fringed or tasseled and stretched across the courts—began to be used.

When it first began, tennis was played with the bare hand. Somewhat later a leather glove was used to protect the hand, and then the system of stretching strings violin fashion across the palm to give more power to the stroke was introduced. The next innovation was the use of a wooden bat, followed by a racket either strung or covered with parchment. The strings on the earliest rackets were placed diagonally. Later the present vertical-horizontal stringing was adopted. Finally the strings came to be knotted at the points of intersection and the modern racket emerged.

America was not immediately swept overboard by the great wave of enthusiasm for tennis, and it was not until 1880 that the Boston Athletic Association and the New York Racket and Tennis Clubs were built.

Lawn tennis, the modern adaptation of the ancient game, did not really exist until 1874. It is true that outdoor games based on tennis were from time to time improvised by enthusiasts of the sport who found themselves out of range of a tennis court. Lord Arthur Hervey had devised a game which he and his friends played on the lawn of his rectory in Suffolk, and even as early as the end of the eighteenth century "field tennis" was mentioned by the *Sporting Magazine* as a game that rivalled the popularity of cricket.

In 1874 Major Wingfield took out a patent for a game called Sphairistike, which was described as a "new and improved portable court for playing the ancient game of tennis." The court for this game was wider at the base lines than at the net, giving the whole court the shape of an hour-glass. Only one side of the net was divided into service courts, and side nets tapered from the net posts down to the ground at about the middle of the sidelines, thus enclosing nearly half the courts on each side of the net.

The possibilities of Sphairistike were quickly perceived and under the new name "lawn tennis" its popularity grew so quickly that in 1875 a meeting of those interested in the game was held at Londs cricket ground where a committee was appointed to draw up a code of rules. At the sugges-

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Richer Lives for the Elderly

By GOLDEN R. TUELLER
Director, Parks and Playgrounds
Mesa, Arizona

MANY MEN and women who have lived beyond three score years are not especially interested in any form of recreation. They spend much of their leisure time —often all their waking hours—reading, visiting, or standing on a busy corner watching the world pass by. Some of the older people in Mesa, Arizona, still follow this routine. Others, however, have learned to enrich their lives with the many and varied activities offered by the Recreation Department of the city.

At Rendezvous Park you can see, almost any day in the year, groups of Mesa's elderly residents playing croquet or engrossed in a tight game of horseshoes, or huddled about one of the park's round card tables enjoying one of their favorite games. Today it may be chess, tomorrow Chinese checkers. Yesterday it was, perhaps, Michigan. Men and women alike enjoy these activities and play them together.

In the summertime, Thursday night is reserved for family picnics at the park. On these occasions grandmothers and grand-dads are as much in prominence as any other age group. When all the picnic food has been disposed of in the accepted manner, a community program is given on the park stage. There are seats for the children and the old people. If some of the latter group lose interest in the stage show, they may find their way through the gate in the Oleander hedge to the ball park and root for their favorite softball team.

Just after the first of each year *Cactus Cuttings,* an annual published by the Mesa Writer's Club, comes off the press. The club draws its membership from many age groups; recent high school graduates at one end, grandmothers and grandfathers at the other. Some of the old ladies and gentlemen spend much of their leisure time writing poetry, fiction, essays, and it is they who contribute the greatest number of acceptable articles to the annual.

Delight in theater and the ability to act doesn't cease at sixty. Mesa's Little Theater has the enthusiastic support of elderly thespians as well as of youngsters. Its season — from October through April — insures happy hours alike to actors and spectators who are moving along toward the three-quarter century mark.

Another activity for the older people, not sponsored by Mesa's Recreation Department but certainly sanctioned and supported by it, is the old-time dance. Old-time dances are held once each week in the Mezona, a public dance hall owned and operated by the Mormon Church but open to the public. Many of our older people attend these dances and derive much satisfaction and pleasure from them.

Mesa's city library is excellent for a town of its size—excellent and well fitted to serve the public. Older people find there a varied assortment of reading matter—fiction and non-fiction, science and history and biography and poetry. There, too, are current periodicals written or illustrated to suit almost any taste.

Genealogy always holds special interest for older people. The city library's genealogical section is supplemented by a large collection of such books in the library at the Mormon Temple. Although the use of this collection is limited to Mormons, anybody can get information on a family "line" or "tree" through Mormon friends or through members of the staff whose researches into the past may be purchased for a price. Interest in genealogy at Mesa is stimulated by the hundreds of Mormons who come there each winter for the special purpose of following their family histories and by the people of other religious beliefs who, coming to Mesa for the pleasant Arizona sunshine, are delighted to find such good facilities for delving into the past convenient to their hand.

The Mesa Union High School lends a hand to the program. The school authorities have furnished a set of club rooms and equipped them comfortably. They may be rented for a small fee by any group, young or old, who want to meet to dance or play the radio or just sit and play quiet games as they choose. The club rooms are popular and many older groups find it especially convenient since there is a kitchen from which meals can be served.

Mesa does not claim to have solved the problem of recreation for older people 100 per cent or even 25 per cent, but we have provided a few facilities which older people can and do use. After all, any group, old or young, will engage in wholesome recreation activities if proper facilities are

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available and conveniently placed, and if a small measure of inducement is used to get people started. One very important thing about providing recreation for older people is that once you do get them started they go along very well without much leadership.

In planning for the older adult, there are certain principles of programming that should be considered before setting up specific activities:

Older adults should be allowed to proceed at their own pace and with their own program, without the imposition of a planned program.

It should be remembered that older people look back instead of ahead, and it is questionable just how much they can be changed. It should be the function of those working with older adults to try to make them interested in the present and also the immediate future.

It may take a longer time for new suggestions to be accepted by an older adult group than by a younger one. Moreover, sudden changes and surprises, even though good for the sake of variety, can often be upsetting to many old people.

It should be remembered that the simple and less complicated ideas are the ones which are likely to have the most appeal for the older person.

Elderly people want to be alone some of the time. However, just as at any other period of life, they need and want social contacts but actually find them more difficult to achieve and maintain because friends have passed on, and family and young people have moved away.

Generally speaking, older women do not want to be separated from younger ones although this is not so vital a point with the men. Men are more adept at playing games and finding things to fill their leisure time. Most women have spent their younger years being housewives and mothers, and when they no longer have the opportunity or need to do these same things, they are at quite a loss. No doubt the increased interest in hobbies and greater scope of professional activities for women in recent years will change this picture in another generation.

Activities should never be abruptly stopped, but should be adapted to the altered capacities of the older adult.

Programs for older adults can be planned for those who live in private homes in the community, and a group or groups of older adults might be formed under the special guidance of a well-trained leader.

Program Hints for the Older Adult Group

The program emphasis should be on an easy-going recreational basis, for that is what these people need most. Some of the following special projects might be worked into the regular program:

Holiday celebrations. Invite the older adult group to hold celebrations and special functions. In cases where a mother-daughter tea or a father-son dinner is planned, make arrangements to have the audience represent several generations.

Individual birthday remembrances.

Special musical program: group singing of old-time favorites, or a program of record favorites.

Entertainments in which children perform. Service to children's groups. For example, one girls' club might be interested in reading to the older adult group in exchange for some help they may give in the line of sewing or cooking.

A community project that would not only offer something to do, but might also develop a deeper community spirit — knitting for the Red Cross; quilt-making; making children's toys and doll clothes; helping children's clubs with their costumes; compiling scrapbooks for older adults confined to institutions, and participation in community-wide functions.

Book reviews. Sponsoring exhibits, which may be borrowed from public libraries, museums, downtown stores, or other places.

Occasional buffet suppers or teas.

Special arts and crafts sessions.

Game nights — checker tournaments, spelling bees, square dances, and other games known to be enjoyed by the older adult group, especially games played in the "old country."

Preparation of a special publication which has items of particular interest to older people. In this, members of the older adult group might recommend radio programs of interest, places to go, calendar of events at the library or museum, easy recipes, suggested reading.

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There is increasing interest in experiments by institutions and community agencies in the provision of recreation for the aged, and RECREATION is attempting to compile and publish as many as possible of these experiments. It is highly important that groups undertaking programs of this kind understand the principles involved. Many of these principles are to be found in *Program Aids for Adult Education*, March 1945, reprinted here through the courtesy of the National Jewish Welfare Board.

DRURY COLLEGE LIBRARY
Springfield, Missouri

Let's Make Music

Courtesy Reading, Pa., Recreation Department

A lone fiddler usually yearns for companions

THERE'S MUSIC in the Pennsylvania air. All along the Main Line, that famous railroad that runs between Philadelphia and Paoli, people are boarding trains that will drop them off at Bryn Mawr station, en route to the Bryn Mawr Art Center and Bach's *Art of the Fugue* or a Vivaldi concerto.

Many of the visitors will be coming to listen to a recital. Many others are going to play in a string quartet, a string ensemble, a duo piano team. A cartoonist, a medical student, a newspaper man, a housewife will join with "professional" musicians to make "amateur" music. For these are real amateurs—lovers—of the art of music and they play for the love of it and for the pleasure of their friends and neighbors—and themselves.

The doors of the Center stand hospitably open for all who care to enter as performers or as hearers. The Center is supported by public-spirited members of the community for the benefit of all who love the arts. There are no hard and fast rules. The activities that take place within its walls grow from the interest of the people who use it. A lone fiddler—like most lone fiddlers—yearned to play with a group. He lived at the Center, played the viola, brought his musical friends along to play with him. During the winter, when the spirit moved them (which was frequently), they played quartets. Now and again there would be as many as thirty-five musicians who had come for miles to play a Brandenberg concerto. These people had no formal director. But there was usually somebody around who could wave a stick with musical intelligence — a student at Curtis Institute, a church organist, a professor of music from one of the near-by colleges.

In the course of time the members of this group sought their own levels. Some played well; some were not so far advanced. Some preferred smaller groups. So several orchestra groupings came out of the lone fiddler's musical loneliness. An advanced ensemble now has a regular director who rehearses them steadily and regularly against the day of a recital for the community. A beginner's ensemble meets weekly. There are quartets and trios and a piano quintet meeting whenever they can.

There is, too, a two-piano group at the Center. Its history is another of those Topsy ("just growed") stories. Some years ago several people living near Bryn Mawr closed their large homes and moved to smaller quarters where a "concert grand" was a liability rather than an asset. So the Center woke up one morning to find itself hostess to *nine* pianos. The head of the Center's music department saw an opportunity too good to be missed, so she twinned those pianos and issued a general

invitation to neighborhood pianists to come in and try their hands at piano duets. They came according to their several natures—some to retire shyly to the privacy of the third floor studio where they could work undisturbed and undisturbing behind closed doors; others, with bold and uninhibited cheerfulness, to open attempts at anything from Bach to Stravinsky. Bold or shy, the response to the invitation was enthusiastic and the Center built up its library of two-piano scores until it has this kind of music to suit all levels of ability from beginners to virtuosos. The second and fourth Tuesday in each month is rehearsal time for piano duets. From 8:30 on, the walls resound to the strings, played *pp* or *ff* or somewhere in between.

Pianists work with the string groups, too. One member of the group recently played for the first time with a string ensemble. She confessed afterward that when all the strings were playing at the top of their bent she could not hear herself. "Which I guess was a lucky thing!" remarked the lady with humor.

What does all this mean in terms of music? Well, for one thing it seems to be another indication that Americans are coming of musical age. The performers whose delight is in the Center are varied in their musical backgrounds. Some of them bring to their daily lives the musical traditions of the Continent of Europe, either directly or by one generation removed. Some of them have played from childhood on any instrument from jew's harp and harmonica to violin and organ. Some have been conductors of symphony orchestras. Some have taught music in school or college. But others, though they have had some training on the piano or violin or cello, are just average Americans whose avocation has taken them into the realm of music. All of them have in common an abiding love of music and a delight in making it together.

The Art Center in Bryn Mawr is giving to these men and women the opportunity to find great joy in their common interests. Whether they are taking a busman's holiday from a job with an orchestra or string quartet or are finding here their only opportunity to share the delight of playing together with other people, they are all free from the taint of necessity. They can play what they choose for the joy of the playing and for this they must all bless the Center many times.

Cultural Values in War Time

By DAVID BRYN-JONES

MUSIC IS NOT LESS NECESSARY now than it was in times of peace. It is more necessary and more necessary, too, is that its quality should be of the highest. And it is not important merely as an escape from the grim realities of wartime as some even of its devotees are inclined to suggest. It is important as solace in trial, as inspiration to effort, as a tonic in a time of strain. Above all it is important as one of the basic conditions of maintaining our spirit and our way of life. American unity is not achieved by believing the same things, uttering the same slogans, cheering the same speeches. It is achieved by sharing in the same interests, responding to the same appeals, cooperating in the enrichment of a common life, finding ourselves in common responses and appreciation to whatever is beautiful and fine.

Lord Dunsany years ago wrote a phantasy, the title of which I have forgotten. It was the story of a youth in the Spain of long ago in whose heart there burned a desire for romance and renown. He determined to set out in quest of them. He took with him his sword and his mandolin. The purpose of the first is obvious since it was in war that renown could be won and it was to the wars that he would go. The mandolin might have its uses, too, and by it he might achieve romance! So he set out.

He came at last one night to the scene of battles. The armies were encamped ready for combat when morning came. Now they were gathered around the camp fires to wait the passing of the night. Our hero knew nothing of the issues involved in the conflict nor of the prospects of success on either side. But on one side or the other he would fight when the battle was joined.

To one camp he went saying to the commander, "Let me play for your men; gather them around the camp fires and let us sing the songs of old Spain."

And the commander said, "What, on the night before battle! We are too busy; we have neither time nor inclination for such things!"

To the other camp the youth then went with the same strange request. Here he was made welcome —and around the camp fire songs were sung and

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It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

"AMPHIBIANS and Reptiles of the Chicago Area," by Clifford H. Pope. Chicago Natural History Museum, $1.75. The species are not only well described, but details of their life histories not often given in a small book are included, together with excellent sketches of some of the more intersting details. There are many good colored plates.

Aquarium. "Guide to Higher Aquarium Animals," by Edward T. Boardman. Illus. Cranbrook Institute of Science. $2.00.

Dahlia tubers, buried in boxes of sand of light soil, will winter safely in a cellar.

Dinosaurs once ruled the world. This was fifty million years ago. They did not adapt themselves to a changing environment and now exist in museums. Men can do the same. It may be happening right now.

Hummingbirds. From the May 15 arrival date of Hummingbirds at "Lily Pond," Cohasset, Mass., up to and including September 8, 125 different people fed these birds from nectar cups held in the mouth. There were eleven Hummingbirds present, including five females, two males, and four young birds.

Human beings. In 1800 Malthus, the Cambridge scholar, maintained that warfare and pestilence would kill off enough human beings to maintain a minimum standard of living. He underestimated man's resourcefulness. Refrigeration, the steam engine, medicine, camping, organized recreation—to mention only a few improvements on the Malthusian world—have enabled the population to keep on growing.

Human chemistry. "The synthetic chemists are a wonder at putting things together out of air, soya beans, coal tar. Let them now work out a formula that keeps things from falling apart. Let them go into their laboratories and whip up something that will keep the victors in this war from falling apart. There will then be no need for worrying about German chemists and inventors."—Editorial, *New York Times.*

Insect free world. The new insecticide DDT is potent. The Pennsylvania Department of Agriculture sprayed a twenty-acre tract of forest killing not only gypsy moths but all flies, mosquitoes, and other insects. DDT was used to eliminate typhus-carrying lice in Naples. But—insects, good and bad, are the staff of life for songbirds. They nourish bass and trout. They help to feed the skunk. They pollinate plants. "If an insect-free world is ever achieved, mankind will not be on hand to witness and enjoy it."

Nature recreation. "Pigs kept in pens are usually dull and fat, but left to themselves in the woods what jolly, lively creatures they are!"

Snail adventure. Place the ordinary land snail in a glass jar on a library table or even on your desk and put beside the jar an observation card reading as follows: The Land Snail or Helix. He has four "horns" that are not horns. What are they? They are used for hands, eyes, and nose. Where are the eyes? How does the snail pull his eyes in? Could he watch a ball game through a knot hole? Find his beating heart.

Science. Science, fundamentally, means freedom to experiment, to observe, to draw conclusions, to act for the good of mankind. To pervert science for destructon is tragic. To use scientific discovery to control pests and disease, to facilitate transportation and safety, to grow better crops, is the spirit of scientific comradeship.

Science in America. "Men of Science in America," by Bernard Jaffe. Simon and Schuster, New York. 800 pp. Illus. $3.75.

"The best book of nature is, of course, the out-of-doors. But books that record man's inquiries and adventures in the out-of-doors also play their necessary role. Rightly used and understood they make excellent companions and have a way of remaining quietly in the background until they are needed. Through them our understanding is deepened—our moods interpreted, and our deeper impressions expressed for us by poet, artist or philosopher."—*Bertha Chapman Cady.*

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WORLD AT PLAY

New York City Department of Parks

Handcraft Contest

IN MAY three sections of the New York Public Library played host to exhibits of hundreds of varying objects made by the children of the city. Airplane models, paintings, work in metal and wood, plastics and fabrics were on display. The articles exhibited were made by boys and girls at centers of the New York Department of Parks. The contest was sponsored by the New York Community Trust.

Vacations at Home in Philadelphia

THE Evening Bulletin Folk Festival Association has invited the citizens of Philadelphia to join in a Vacation-at-Home program this summer. Industrial festivals are being held each Tuesday evening beginning June 12 at the Art Museum Plaza, with various companies such as the General Electric, R.C.A.-Victor Company, and the Sun Shipbuilding Company directing programs. Square dancing is the order of the day on Thursday evenings at Hunting Park. The Park Commission is cooperating in these "under-the-stars" programs.

The Zoo Travels Again!

THE Cleveland traveling zoo, so popular last summer, is again visiting each of Cleveland's public playgrounds for a half-day session.

A feature of the program conducted this summer by the Recreation Department has to do with the day trip and streetcar hikes so successful last year on some of the playgrounds. Children over nine years of age go by streetcar to designated places such as the zoo, art museum, natural history museum, a metropolitan park, or the baseball stadium. The trip is a full-day affair in which the participants visit the interesting features of the area and then take part in a game program.

Midsummer Music Festivals

FOR the eighth consecutive year the San Francisco Recreation Department, in cooperation with the Sigmund Stern Grove Music Festival Committee, is presenting a series of fifteen Sunday afternoon programs. Among the events are orchestral concerts; operas including Gilbert and Sullivan, "Cavalleria Rusticana," "Hansel and Gretel," and "Lucia di Lammermoor;" band concerts; and the Department's annual festival with its program of music, singing, and dancing.

"Bring the family for a picnic lunch before the concert," reads the invitation issued by the Recreation Depatment. "Picnic tables and barbecue facilities are available."

Baseball School

ON MAY 28, 1945, the Austin, Texas, Recreation Department began the direction of a baseball school sponsored by the American Legion, Post, No. 76. During the week-long school official rules of baseball were studied and discussed daily and the fundamentals of baseball techniques were taught to boys ranging in age from less than twelve years to eighteen. The school ended with three demonstration games. Two of them—for younger boys—lasted three innings. The third—for boys between fifteen and eighteen—was a five-inning game.

Soldier Art — The "citizen army" numbers among its members men of many and varied accomplishments. Now on exhibit at the National Gallery of Art in Washington, D. C., are 214 entries of soldier art. They were chosen from thousands submitted by men in each of the nine military service commands in the United States, the Military District of Washington, and the United States Military Academy. The elimination contest which preceded the selection of the exhibits was designed to stimulate interest in handcraft for recreation and to give the artists in the services an opportunity to show their work. It is estimated that 9,000 entries were submitted for elimination. The exhibit will continue until September 4.

Community Club—The East Putney (Vermont) Community Club, organized in 1920, has been active in community affairs through the years. The club arranges Hallowe'en, Christmas, and May Day celebrations for the whole community. East Putney is famous in the state for its annual Calico Ball, another program sponsored by the club.

In addition to community recreation, the club is responsible for milk and for a hot lunch program for the East Putney School, projects which are made possible by volunteer leadership drawn from the club membership.

Folk Festival in Canada—In April, Canadians of British Columbia participated in the twelfth Spring Folk Festival sponsored by the Vancouver branch of the Canadian Folk Society. Songs and dances, dramatizations of folk customs and orchestral numbers, handcraft and folklore all had part in the three day festival. Adults and children of many nationalities, creeds, and colors took part in activities that were as colorful and varied as a pattern in a kaleidoscope.

Double Appropriation in Two Years—The Washington, D. C., public Recreation Department budget received another large increase for the approaching year. The new budget of $620,000 has been increased by $58,000, or approximately 10 per cent. This increase is for operating expense and includes personnel, supplies, materials, and maintenance.

In addition to $1,150,000 for the purchase of land for playgrounds during the fiscal years 1945 and 1946, the city has more than doubled its appropriations in the biennium 1944-1946.

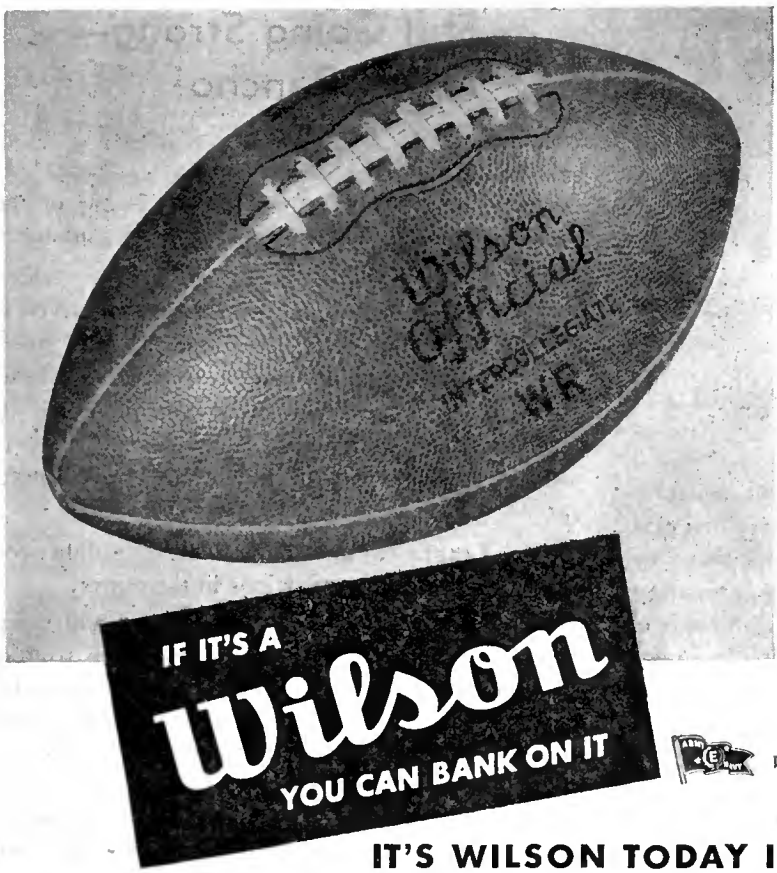
Summer Institute—The Columbus, Georgia, Department of Recreation held a six-day institute for recreation leaders in early June. Most of the institute sessions dealt with playground activities and administration, though some time was spent on consideration of the relationship of the Recreation Department to the community and to the other organizations of the community.

To Pass the Time—Athletic and recreational activities for the armed forces have come into the spotlight since V-E day. Athletics and games—including interallied events—arts and crafts, entertainments and social events are part of the War Department's plan for men and women who must remain in the European Theater of Operations awaiting transportation home or to the South Pacific.

Story Hour — Mothers in Denton, Texas, harassed by children underfoot of a Saturday morning, will have a chance to drop the youngsters while "Mom" does the Sunday marketing during the summer of 1945 — courtesy, El Centro, teenage center of the community. Each Saturday the young ladies of the center will hold a story hour there. Mothers are invited to bring their children in at 10 A. M. for forty-five minutes of story reading.

A Community Considers Foreign Affairs — The citizens of Shirley, Massachusetts, had more than a passing concern for the activities of the San Francisco Conference. They wanted to know what was going on, to be informed about the possibilities of the future. April 22 to 28, 1945 was declared United Nations Week in Shirley, and special meetings were planned by the USO and the townspeople. High point of the week was a United Nations Rally in which servicemen and civilians considered together the Dumbarton Oaks proposals and the San Francisco Conference. The young people of the community had a special part in the program in the "Dedication of the United Nations Flags," a number accompanied by Shostakovitz's *United Nations Song*. The rally was scheduled to end shortly before 10 P. M. so that all who wished to do so could hear together the special broadcast from San Francisco of Norman Corwin's script *Word from the People*.

Day Camp Institute—In 1944, 800 boys and girls in Schenectady attended ten day camps held



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IT'S WILSON TODAY IN SPORTS EQUIPMENT

under the auspices of several of the city's agencies. In 1945, eleven of these agencies—the Boys' Club, Boy and Girl Scouts, Catholic Charities, Child Care, Jewish Community Center, Schenectady Museum, Schenectady Parks and Recreation, Board of Education, and the Y. M. and Y.W.C.A. —cooperated to hold a Day Camping Institute for seventy-five leaders. Speakers, motion pictures, and work groups were on the agenda which was scheduled for two evenings in May and June.

Treemen and Teachers — The Superintendent of Parks in Sheboygan, Wisconsin, had a brainwave about seven years ago, and, as a result, park caretakers, truck drivers, and tree trimmers have turned "school teachers."

The superintendent felt that pupils in the eighth grades could find fun and profit in learning to identify trees. The youngsters were enthusiastic. They wanted to know which tree was which, and they wanted to have that information for both summer and winter. Part of this learning process takes place in the schoolroom where the boys and girls work with a simplified key to identification. When they know how to use the key they "graduate" to the parks and park men (ordinary laborers, many of whom have not gone beyond the fourth grade) direct the pupils in field trips and examine them on the extent of their knowledge of trees. The men are interested in the program and some of them have read and studied the subject in order to keep up with their pupils.

The superintendent sees three results of the program.

1. The students learn to know about twenty-five different trees and to know them in both summer and winter dress.

2. The students become interested in nature and learn to appreciate it with the result that the parks suffer from a minimum of vandalism.

3. The youngsters learn to know and appreciate park and recreation activities and services. They become participants in all park and recreation programs and are staunch supporters of them.

Springfield Solves a Problem—In Springfield, Illinois, the Playground and Recreation Commission has been sponsoring a municipal choir for a number of years. They, like everybody else, have had their war-bred troubles—not enough men to

balance the women's voices in preparing a full program of the music written for large choruses. But the choir was filling a need in the community so recreation officials planned a way around their difficulty. They divided their group into a men's chorus and a women's chorus; planned their programs to include some numbers for the whole group, others for men's voices alone and for women's voices alone. The net result was highly satisfactory to choir members and audience alike.

Lights! Camera! Action!

(Continued from page 256)

staff of the Children's Theater—director, assistant director, technical director, and art director—carried a double burden, for at the same time that they were making the picture they were also preparing and presenting Palo Alto's traditional May fete. The Recreation Commission gave freely of its equipment. The town of Palo Alto was solidly behind the project. And the thing was done. *Titian* now stands ready for use by any group in the country which wants to give its children the chance to see this kind of moving picture.

Looking Head

Plans for the further development of the project in 1945-46 call for five more films. No child may act in more than one film in the first series so that many young Palo Altoans will have the fun and the value of the experience. The boys and girls who learned to be technicians on the auxiliary crews will do the whole job next time.

And so the four youngsters are giving a party one night this month. For food they will have all the things they liked best when they were having their meals at the theater or on location while the picture was in the making. It will probably not be a balanced diet, but that won't matter for once. The dinner will be held at the theater with all the members of the theater who worked on the show serving the guests. In the hall, costumes and costume plates will be on display as well as black and white "stills" from the picture. For about 200 guests invited to see the opening of the picture by members of the cast, the heads of each auxiliary crew will summarize the work done by their fellow crew members in putting the movie across. "Joe" will again be the special honor guest. It will be a proud day for all the people in the community who have helped to make it possible.

Still Going Strong—El Rancho!

YOUTH CENTERS come and go, but some of them stay and grow!

El Rancho at Beaumont, Texas, is one of the centers which is constantly extending its influence in the service it renders.

One reason undoubtedly is the support given it by the Junior Welfare League which has stood back of the program since its organization and which, while encouraging the young people to manage their own affairs as far as possible, is always ready to step in and help when the need arises.

The League has also taken the responsibility for interesting local organizations in the center.

The president of each organization—and there are about thirty of them—receives a call from a member of the League, accompanied if possible by a member of the Youth Council, and is told of the work of the center. The response to these visits has been very enthusiastic. Local groups are anxious to cooperate, and a plan is being considered whereby each club will sponsor at least one special event with the Youth Council's help for the young people of the community — the Magnolia Garden Club; the Women's Club, an exhibit of some kind; the Pan-American Club, an event to interest the Mexican or Latin groups of children; various men's clubs, dances or athletic tournaments. No financial aid is asked of local groups, and the Junior Welfare League is continuing its yearly contribution of $1,200.

The Youth Council, made up of representatives of the young people, has been enlarged to include not only a representative from each school class (appointed by the members) but also the president of each social club in every school. The Council has elected three sponsors who will meet with them and act as advisers and liaison officers with the civic clubs. One of these sponsors is a representative of the Junior Welfare League; of the other two one is an outstanding lawyer and the other a young woman gifted in dramatics.

The three committees of the Council are: (1) El Rancho Committee; (2) Athletic Committee; (3) Social Event Committee.

The El Rancho Committee has charge of the center, which is to have complete rejuvenation at the hands of the young people who will paint the

walls, design and execute new murals, sand and wax the floors, and provide slip covers for the chairs. The center will be reopened with a Saturday night dance the 16th of June and an open house the following Sunday afternoon. Interested local clubs, the city fathers, ministers, and school heads will receive special invitations to open house.

The Athletic Committee has a tennis tournament planned for two of the May week ends with five championship events — girls' and boys' singles, mixed doubles, and girls' and boys' doubles. One of the men's clubs will act as sponsor and will provide referees. The city courts will be used, and the Committee has appointed Council representatives from each school to register the entrants.

The Social Event Committee is working on a dance to be held June 9 at the Harvest Club, a large city building. Another men's organization will sponsor the dance—this time the Lions Club. Their committee will meet with the Youth Council and make all plans.

The entire Council is to sell membership tickets to El Rancho to run from June until December. Membership cards to El Rancho permit the holders to attend all activities held at the center, but the other activities planned by the Council outside of El Rancho are designed for all so-called teenagers.

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Recreation at Pearl Harbor

RECREATION for Naval personnel in the Fourteenth Naval District includes recreation center facilities, motion pictures, concerts, and camp shows. There are four large recreation centers. Nimitz Beach, in addition to a bathing beach, has facilities for sports of all kinds, barbecue ovens, and picnic areas. Camp Andrews, an overnight rest camp for enlisted men from ships of the Pacific Fleet or Marine units from the Fleet Marine Force, offers an excellent beach, cabins, messing facilities, game areas and gear, a large canteen, a USO camp show every Sunday, and concerts and movies. Outdoor sports, barbecue ovens, picnic areas, and a large swimming pool attract many enlisted men to Richardson Recreation Center, while Waikiki Beach, with its dance music every afternoon, reading and writing rooms, games, showers, bathhouses and lockers, is a popular center for enlisted personnel.

An average of 170,000 sailors see movies nightly, and every Navy facility, regardless of size, has its own theater. There are 110 activities in the District displaying 35 mm. movies and 60 activities showing 16 mm. films. Recently a plan was inaugurated for providing newer and better pictures at a distribution cost of only 3½ cents per person attending. Planes carry films daily from Pearl Harbor to various activities and the Hawaiian Island group. Projection equipment is maintained and operated by enlisted men who were all motion picture operators before the war, and distribution is handled by enlisted men who formerly performed similar work for large motion picture distributing agencies.

The District Library is also an important part of the recreation program, and ten trained librarians handle distribution among ships and stations. Navy men read 12,500 books per month, in addition to the sets of pocket-sized Army Services editions of best sellers and classics published by the Council on Books in Wartime. Nearly 300 sets of 30 each of the Council's books are distributed monthly, and every month the library receives 5,000 new books from the Bureau of Naval Personnel in Washington.

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A Youth Conference In New York City

On January 13, 1945, an all day conference was held in New York's City Hall for a discussion of problems relating to "New York City's million young people." Sponsored by the Civilian Defense Volunteer Office and the city's Welfare Council, it was attended by a large number of young people and adults. Adult leaders in such fields as education, health, recreation, and religion presented briefly some of the important considerations affecting young people. These statements were followed by a round-table discussion in which a selected group of young people participated. In the afternoon, several section meetings were arranged to discuss the topics presented in the morning, and brief reports of these meetings were then presented to the entire conference. It was evident, especially from the participation by the young people themselves, that they attach importance to recreation and leisure-time activities.

Among the steps that were suggested for securing better recreation opportunities were the opening of school playgrounds after school hours; the provision of more Saturday night dances, and the employment of leaders who have a greater understanding of children and more sympathy with their point of view. The young people resented the extent to which many of their adult leaders and teachers try to "run everything." They asked why young people were not given a larger share of responsibility in planning and carrying on the programs designed for their benefit.

Among the criticisms of recreation as now provided was the observation that there is so much scheduling of the use of center facilities by small clubs on an exclusive time basis that the young people have no opportunity to get acquainted with or to cooperate with members of other clubs. Other young people indicated that they wanted activities besides athletics and dancing. It was clear that they do not want to have their out-of-school activities conducted or supervised by teachers. The young people believe that if the newspapers placed half as much emphasis on wholesome activities and the need for recreation centers as they do upon juvenile delinquency, a great deal more good would be accomplished.

It was the concensus of opinion in the recreation section that youth should be given a larger share of responsibility in developing and carrying on their own recreation programs.

In the discussion of education it was also brought out that there should be a greater sharing of responsibility and also a sharing of respect for others. Many children resent the lack of tolerance on the part of their parents and teachers with reference to other racial and religious groups.

It was pointed out that the death rate is lowest among ten-thirteen year olds but that there is a marked rise in the rate among the later teen group. A big jump in the percentage of admissions to mental hospitals is found in the fifteen-seventeen year group. In the section on religion it was indicated that young people want three types of opportunities—to do service they feel is important, to do things with other young people especially of the opposite sex, and to work together regardless of racial, religious, or social lines. The churches should provide more recreation facilities if a study discloses that these are needed in the neighborhood.

Throughout the meeting it was made clear that the community must be more concerned about what young people want, need, feel, and think.

Richer Lives for the Elderly

(Continued from page 261)

Special outings should be planned for the group, such as going to the museum, the public library, historical sites, fashion shows, concerts and cooking demonstrations which never lose their fascination regardless of age.

Hobby night. This would include not only a display of existing hobbies, but it might serve as a source of encouragement and a means of introducing new hobby ideas to the older adult. It might be craft hobbies, tracing genealogy, study of the weather, photography, and so on. Another suggestion is a treasure show where the older people have an opportunity to display their rare old keepsakes which give them such personal pleasure.

The older adult group might hold some of their meetings together with those who are confined in institutions for the aged. Children could give their dress rehearsals of plays to the older people who are unable to get out to see them.

Some of the regular women's clubs might develop a volunteer service in working with the older adult, such as writing letters, doing shopping for them, reading aloud, cooperating on a scrapbook or a picture album, bringing books and new games and just generally visiting.

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In this whole program of recreation for older adults, the executive should try to make them a part of the regular programs, and in addition plan for their own special activities. These people should not be made to feel that they are a separate old-age group. Rather, they should be given the feeling that they are an integral part of the program and "belong" as does any other group.

A Pridelike Thing

(Continued from page 237)

ing strength that is America, and the parts played in that development by many creeds and many races. It uses for its purpose many of the communications arts—the speech arts, the art of mime, the arts of music and dance. It stresses simplicity of production — a "space stage" with drapes for scenery, simple costumes, few properties. The script and the cast are the important factors.

The cast is large. It works from the stage, from the backstage, from the auditorium. The key figure in the cast reads a dramatic poem which brings the final act to a triumphant conclusion. This person is chosen with consummate care, for he or she must have the ability to "read" lines in such a way that the audience is swung up and out of themselves into the vision that lies in the poetry. The key figure has been for example, a doctor of philosophy (costumed in his academic robes), a barber, a woman whose job was working with underprivileged girls. Station in life, color, creed, sex, age—none of these are important in the choice

of the lead. It is only important that the job be well and truly done.

Evaluation

The production wherever it has been done, has been successful—not only as a dramatic performance of high standard but as an emotional and intellectual experience for the people who participated in it. In one community Miss Walker was told, "You can not do that here. Tensions between different groups of the population are too high. They will not work together." The speaker was wrong. The groups did work together. They learned to know about each other, to like and respect each other, to recognize special contributions that each segment of the community could make.

For this is the corollary to the primary objective of the production. Miss Walker seeks to use various phases of the script to demonstrate to each element in the town the nature of its contribution to the cultural pattern of the country. Thus, in one community, a group of eight young colored women expressing in dance an African poem of sorrow, learned something of the emotional set-up that their ancestors brought to this country, of the rhythm and melody that were their birthright to enjoy and to cherish. So, also, a Jewish woman, centrally featured in a ceremonial candle lighting, saw with new clarity how this ritual of her faith and the emphases upon the strength in family fostered by her people, had become a part of the pattern of the community. Each group develops its own pridelike thing, and all these prides combine to make an America that is still growing towards a goal which it set itself in its beginnings.

One community leader sums up the values of the production to her community as follows:

"The production demonstrates . . . the great flexibility of a recreation program and the vast scope of cultural resources in a community that can be corraled and used through the medium of recreation.

"In this particular cast (consisting of more than two hundred persons) we were able to bring together minister, teacher, college students, business executives, school children and people representing Jewish, Protestant, Greek, Italian, and Negro citizens all in one fine concerted effort which dignified the contribution and place of each in his community. . . .

"From this working together of various groups and demonstrations has grown a definite positive feeling of high regard for and proper valuation of minority groups in our city."

Pulling Strings

(Continued from page 240)

reasonable time, the fun will not be lost before the project is complete, and the youngsters will not become discouraged.

A small craft room in the attic or basement at home, a room where a few inexpensive tools and materials are kept, will solve for the child the problem of "What can I do?" on many rainy days and long winter afternoons. In this little shop a marionette project can be worked out with mother, father, older brother, or sister lending a hand when it is needed. The child should be encouraged to choose a simple fairy play to dramatize. All but the most important characters should be eliminated. Or, if it seems easier, the child may choose a story which has already been adapted for the miniature stage. Such a play should not have more than three to five characters. If it runs to more "actors" it is probable that the story is too complicated for a first attempt.

The stage planned for the little actors should be small, for they are no more than fourteen or sixteen inches tall. It can be simple or elaborate. The marionettes may be the simple stuffed cloth variety. Or the hands, feet, and head may be made from a pliable wood product or a homemade mixture of sawdust, cooked flour and water paste, and a preservative. Or the most important parts may be carved from soft wood. There are many helpful books of instruction on the craft of marionette making any one of which will assist you in a new and fascinating venture.

When the marionette is assembled and a coat of shellac and paint applied; when the costume is made and the few strings which are absolutely essential strung to the control bar, the youngster will be amazed at what has been accomplished. It is, then, but a short step to the thrill of putting the small actor on his miniature stage and presenting the play for the neighbors or the children at school.

A summer marionette class, carried on as a part of a city-wide recreation program during the summer vacation months, has proven both popular and worthwhile in our community. The children in the marionette class enjoy it, and all of the children attending the playground look forward eagerly to the shows which they know will be given at the end

Memories

TWELVE ARMY JUDGES, after reading 300 entries in an essay contest conducted by the War Department on the subject, "Why I Fight," selected three winners, all from New York City. First prize went to Corporal Jack J. Zurofsky of Brooklyn. *Time Magazine* quotes the following excerpts from Corporal Zurofsky's essay:

> "I fight because of my memories—the laughter and play of childhood, the ball games I was in, the better ones I watched, my mother telling me why my father and she came to America, my high school graduation, the first time I saw a cow, the first year we could afford a vacation, the crib at Camp Surprise Lake after the crowded polluted Coney Island waters, hikes in the fall, weenie and marshmallow roasts, the first time I voted, my first date and the slap in the face I got instead of the kiss I attempted, the El going down, streets being widened to let the sun in, new tenements replacing the old slums, the crowd applauding the time I came through with the hit that won us the Borough championship—the memories which, if people like me do not fight, our children will never have."

of the six-weeks' period. Each morning from 9:00 to 12:00 the children enrolled in the marionette class work diligently in a small basement room of one of the public school buildings. They make marionettes, scenery, and properties for the plays they have chosen to give. Each child picks out his character from the play or plays selected for production. Each child makes, dresses, and strings his actor. When this is done, more or less quickly, the youngster is free to choose between painting scenery on large strips of muslin or making any property or other equipment needed for the final presentation. When all is done rehearsals begin. Each child is assigned a part, either speaking for his own marionette and manipulating it, if he wishes to, or managing some other phase of the show such as the music, stage settings, lighting, etc., if he prefers. Five or six days will usually be ample time for rehearsing, providing the children have been given the opportunity before rehearsals begin, to learn how to pull the strings on a few completed marionettes lent by the teacher or by children who have previously attended the class. Then as a reward for the many hours of preparation the children, their small stage, and their marionettes are taken to the playgrounds throughout the city to show their friends what they have been learning to do. A happier experience cannot be imagined.

Another interesting project in our community has been a marionette club which has met at the Junior High school twice a week after school hours during the current school year. Here a group of twenty boys and girls have been introduced to the art of marionette making, following much the same procedure as outlined for the Summer Art Studio class. It has proved a timely activity. It has kept occupied after school hours, children whose parents are working.

If you are one who has enjoyed seeing a play, and there are few who have not, either in the movies or on the regular stage, try making and giving your own marionette shows and you will say with the rest of us, "I have never had so much fun."

Theater School for Children

(Continued from page 231)

schools, at least two principals, and several teachers are very active members of the board. One teacher in each grade school in the city volunteered to take charge of publicity, art work, and selling tickets to the children in her school, so it is possible to know in advance just about how many children to expect from each school. The teacher also sees that a synopsis of each play is read to all children in the appropriate age group. She helps the Arts Committee conduct an exhibit of original art work done by the school children in connection with each play. The best pieces of work from each grade are hung in the lobby of the high school and attract a great deal of attention before and after each performance. A prize is given for the best piece of work from each grade.

The theater is entering its fourth season. Each year it grows more a part of the community, and those responsible for it feel that never was an activity of this kind more needed or more worthwhile than now.

Although the Negro schools have had to abandon underwriting the performance for Negro children, as had been done for the first few years, the performances for these children have continued under the auspices of the theater group and have been well attended. Always the Negro children make an appreciative audience and are a delight to the cast.

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The war years have brought difficulties to this organization as well as to its participants. Transportation difficulties, lack of leisure time, pressure on teachers and children alike, have all presented real problems. It is a tribute both to the value of its undertaking and to the quality of its leadership that this Community Children's Theater has weathered the storm, solvent and enthusiastic.

New York Holds a Drama Festival

(Continued from page 247)

(11) Complimentary tickets were to be distributed at the discretion of the committee.

(12) All public high schools were to be circularized in an effort to arouse interest in the festival and to sell tickets.

(13) All unsold tickets were to be returned two weeks before the festival.

(14) The sponsoring associations were to be financially responsible in case the festival did not cover expenses.

(15) Publicity of a dignified sort was to be sought.

(16) The proceeds were to be donated for the rehabilitation of speech-handicapped war veterans.

(17) The Central High School of Needle Trades was chosen as the place for the festival, since it was centrally located and since it offered the following facilities: seating capacity, 1,582; stage, 40′ x 20′; complete switchboard with dimmers; two microprones for radio and sound effects; two dressing rooms offstage, with lavatories and lockers; two door and window flats; good acoustics; inexpensive running costs.

(18) All eighty-four schools were to be notified of the decisions of the meeting, and were to be invited to participate. Entry blanks were to be sent to each, to be returned by March 31.

(19) Each school was to submit a copy of its script to the committee with its entry blank.

(20) The committee was to set up the program for the performances, to arrange for dress rehearsal time at Central Needle Trades, and to notify the participating schools of both schedules.

Thus were the major policies determined right at the start. The rest of the plan fell into line in accordance with this set-up. Twelve schools returned entry blanks. The types of play and the running time determined each school's place on the program. Three performances of four plays each was considered the best arrangement by the committee. Friday evening, June 2nd, and Saturday afternoon and evening, June 3rd, were the dates chosen. It was important that the performances not conflict with the presentation dates of varsity shows in the various schools, and that the festival be held sufficiently in advance of state examinations to avoid interfering with studies.

The details of arranging for the auditorium, of the printing of tickets and programs and of their distribution, of the appointment of stage managers, house manager, business manager, and publicity manager, can be dispensed with here. Suffice it to say that the festival was held as scheduled, the planning having entailed only one general meeting and three committee meetings.

No one had seen the festival as a whole before its presentation, yet everything went off smoothly. In rehearsal it was found that some of the plays required a longer time for setting the stage than was originally planned, so schools switched places on their individual programs. Nothing of major importance arose since all difficulties had been foreseen and planned for. The Saturday evening running time schedule is indicative of what went on:

8:40 Opening procedure
8:43-9:15 New Utrecht High School, Queens
9:20-9:40 Metropolitan Vocational High School, Manhattan
9:40-9:48 Intermission
9:48-10:28 Flushing High School, Queens
10:32-11:00 Christopher Columbus High School, Bronx

The following plays were given (note the variety of types and styles):

"The Still Alarm"—George S. Kaufman
"John Doe"—Bernard Victor Dryer
"The Neighbors"—Zona Gale
"He Ain't Done Right by Nell"—Wilbur Braun
"The Stolen Prince"—Dan Totheroh
"A World Elsewhere"—Lynn Riggs
"White Orchid"—Ira Wiener
"The Nine Lives of Emily"—John Kirkpatrick
"Sammy and the Gremlins"—Jerry Philips
"Let Me Come Back"—Jean M. Byers
"The Florist Shop"—Winifred Mawkridge
"The Princess Marries the Page"—Edna St. Vincent Millay

The committee is pleased to report that the festival served its purposes, and that the ledger showed a profit which was turned over for the rehabilitation of speech-handicapped war veterans, according to plan. New York *was* able to take a drama festival after all. And if the complex New York City education system can produce one, no other city need hesitate to say, "On with the show!"

—Reprinted by permission from *School Activities*, November 1944.

Sheboygan's Community Players

THE COMMUNITY PLAYERS of Sheboygan, Wisconsin, sponsored by the Department of Public Recreation of the Board of Education, are enjoying their tenth anniversary this year. In spite of wartime difficulties the Players have given splendid performances and membership has risen to 2,100, the highest in the history of the organization.

Membership, either active or inactive, involves a cost of $1.80 for adults and $1.20 for students. Active members participate in productions, committee work and similar activities, while inactive members have the opportunity of attending one-act play nights and major productions. Three major productions and three theater nights were scheduled for the 1944-1945 season.

"Tomorrow the World" was presented in February 1945. Richard S. Davis, drama critic of the *Milwaukee Journal*, who attended the performance, wrote enthusiastically about it in his column. Among other things Mr. Davis said:

"The first audience—the drama will be repeated Wednesday and Thursday nights—was altogether delighted with 'Tomorrow the World.' The auditorium of the handsome and new North High School held something like 900 spectators, and the word is that there will be just as many for the other performances. The canny management has been giving tickets to purchasers of War Bonds.

"This is the tenth anniversary year for the Community Players. They are now directed by Miss Lynne Nuernberg of the Central High School, a young woman who seems to understand fully what fine things can be accomplished if there is willingness to work. . . .

"In May the Community Players will be doing 'Claudia' on the bright and modern stage at their disposal. If you happen to be out Sheboygan way it will pay you to look in."

London Celebrates V-E Day

(Continued from page 238)

be worked for, that there must be give and take. Somehow it must come right in the end.

Otherwise life goes along in the usual way. Donne is loving school, especially the music but it's too soon to know whether his ability will match his boundless enthusiasm. The twins are proper hoodlums, the Yankee very much in evidence in contrast to many of their more reserved and lady-like friends. There are times I despair at their vigorous, untamable exuberance.

I'm spending the next waiting months in an orgy of painting and gardening, trying to cover the lapses of years and have all gay and shining "for Daddy." But with three milling, eager-to-help youngsters and the usual routines, it's an uphill job . . . but fun withall—we'd gone so shabby, and every little bit we do rejuvenates us no end!

There are outings to the local holiday fair, merry-go-rounds, and other amusements. Next week several of us are taking our children to see a submarine moored at Westminster Bridge, and Donne can see that and Big Ben (its strike precedes the 9 P. M. news) and the houses of Parliament, the Thames, and the river boats. So it goes—in little pleasant ways.

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Fit for a King

(Continued from page 259)

tion of J. M. Heathcote, amateur tennis champion, balls covered with white flannel were substituted for the uncovered balls used at first. In 1887 the code of laws was revamped and the modern rectangular court became official.

In the United States lawn tennis was played at Nahant, near Boston, within a year of its invention in England. Dr. James Dwight and the Sears brothers helped to make it known. In 1881, at a meeting in New York of representatives of the thirty-three clubs in the United States, the United States National Lawn Tennis Association was formed and the adoption of English rules settled arguments over the size of ball to be used and the height of the net.

Today tennis, a sport of royal and pretentious background, has been so universally democratized that its popularity is superceded by few sports. Whether the player is a ten year old boy batting a ball against the woodshed, or a professional serving aces to a skilled opponent, the enthusiasm is just as intense and the pleasure just as great. Tennis truly has come to be a game of all the people.

New Plans in Old Communities

(Continued from page 243)

Other types of cooperation have included visual education facilities from the county film library, immunizations by the health department, health instruction by the Tuberculosis Association, handicraft teaching by the local chapter of the Red Cross in return for which the children made articles for army camp and hospital groups. The playgrounds have conducted paper salvage drives in cooperation with local salvage authorities. In two communities, playgrounds and local churches cooperated in conducting Daily Vacation Bible Schools with mutual benefit.

The Firemen's Association cooperated in running a baseball and softball league for older men. This year the service clubs have been asked to give awards to winning teams. The American Legion will sponsor a county-wide baseball team. It will also present a flag to each playground. These are only a few of the many cooperating groups.

The cooperation of the schools cannot be stressed too much. They are now furnishing general supervision. Likewise all the playgrounds but two are on school property. School rooms and auditoriums are used as well as the outdoor play space. Damage to school property is said to be practically nil. On the other hand, school play facilities have been improved and considerable equipment has been added which can be used throughout the school year as well as in the summer program.

The Individual Accepts Responsibility

Important as the cooperation of schools and organizations may be, the interest and untiring efforts of individual citizens are basic in this program. They have made equipment. They have furnished hours of leadership and supervision. They have improved play space. In one instance, they actually "hewed a playground out of the wilderness." This is on property acquired for a new Negro school but not yet improved. With hand tools, and a bulldozer borrowed for the purpose, they have cleared trees and underbrush and have created a picnic spot and playground enjoyed by the entire colored community.

The young people have had a hand in planning and working as well as in playing. They are members of local committees. Each playground director has a committee of participants to help plan the program. Though the young people have been very active in planning all programs, they have been especially active in the teen-age canteens. In the four communities where these have carried on through the winter, the youngsters have carried all the responsibility. Their elders have furnished only supervision. The activities of the canteens have consisted largely in weekend programs *in the schools*. Inquiries from local night clubs as to the absence of the high school group from these spots speak eloquently for the success of this program.

County Association Supplements — Does Not Supplant

The County Association looks forward to coordinating programs, to equalizing opportunity for getting equipment, to finding and training personnel, to seeing the over-all picture and making sure that less enterprising communities are prodded into activity. It will, in no sense, replace the local sponsoring groups. In fact a community cannot come into the association until it has a sponsoring group that applies for membership. Responsibility remains where it belongs—with the people whose lives are affected by the program.

Out of the Tiger's Den Into the "Show Business"

(Continued from page 248)

around them. The cast was assembled with no trouble at all and the show went into rehearsal. Without thinking twice about it these boys and girls had done what few adult groups would have had the courage even to consider.

The musical was presented twice for Hackettstown audiences, people whose enthusiasm knew no bounds. A medical officer on leave from Camp Kilmer was in the audience. He suggested that the show be taken to the Camp and presented for the boys in training there. The local Red Cross Motor Corps provided transportation for cast, stage crews, scenery, and properties, and *Hay, Hay, What Say?* was presented twice at Camp Kilmer—once for boys in the hospital, a second time in the Service Club on the Post for the GIs who were well.

On all counts the show was a success. The participants had the satisfaction of knowing they had done a creative job very well, the audience had a good time, the club treasurer had enough money to buy the public address system plus a nest egg for a stage at the Center, the GIs had an evening's entertainment. As a recreation project *Hay, Hay, What Say?* left nothing to be desired.

Toward a Community Theater: A Long-Range View

(Continued from page 236)

licity were chosen at the same time—all in the best parliamentary procedure.

Early in October the program for the 1944-45 season got under way with "advanced" classes for the old troupers and a new beginner's class to act as a feeder group and to keep the interest alive and vital. A full-scale production was planned for January 1945 and to this end the fall weeks were full of preparation.

The whole program has been geared toward developing outlets for the creative energies of children who act as easily as they walk and talk. Proficiency in acting has not been emphasized at the expense of other skills of the theater. Rather, the attention of the children is directed toward the creative opportunities inherent in costume designing and making, in set designing and construction, in lighting a stage for visibility and "effects," in make-up and all the other details of play production. Therefore, regular class work in these phases of drama is a part of the course of study. When these boys and girls go on to form or to become part of an adult theater group they will know already both the importance and the creative satisfaction of working behind the scenes. They will, literally as well as figuratively, "know the ropes." Nor has the business angle of producing a play been overlooked. Training in such essential matters as program and ticket printing, sale of tickets, and promotion is a large part of the course. Creative play writing has been added to the lures of theater, for in 1944 the youngsters wrote and produced their own play.

Austin has no worm's-eye-view of drama. They are planning wisely and well for a future of hope and achievement. For these youngsters are getting training that will enable them to see the problem of producing a play as "all of a piece." As actors they will have respect for the work of designers and crews and as crew members they will understand the needs and the problems of actors for all of them will have experienced all the parts of putting on a show. This opportunity for development in all the creative arts of the drama should, surely, result in a program of community drama of fine, wide proportions for the future city of Austin.

Dramatic Arts Festivals for Tomorrow

(Continued from page 246)

10. planned visits to professional theater (wherever possible), or specially arranged performances of some outstanding local little theater
11. specially invited speakers

Obviously, every program should not (and cannot) include all of the above-mentioned features, but it should vary according to the demand and interests of the visiting groups. It seems to me that while various colleges in the same area could divide between themselves the burden of sponsoring drama festivals from year to year, they can, at the same time, try out various ways of managing a festival (no mean achievement in itself), and also arrange for a special drama festival for colleges. These collegiate festivals can and will serve as an incentive for the secondary schools. They will also offer opportunities for comparison in various techniques and will help to break down the barriers between different colleges by making their students aware of the work being done elsewhere. It will also give the prospective teacher of drama a chance to try out his ideas and knowledge and acquire experience.

The various possibilities for dramatic study that offer themselves through the medium of drama festivals are almost unlimited. It makes me giddy to think how much can be accomplished if in the postwar era everyone will pitch in and help to build a new pattern, a new attitude and understanding. We will have to deal with new audiences, and we will have new actors. To accomplish all that is expected of us we must prepare our plans now. We will have to scrap a great deal of the old and reach far and wide into the future. A new day is coming and we must meet it confidently and in full awareness of the demands of tomorrow.—Reprinted by permission from *Dramatics*, published by the National Thespian Society, College Hill Station, Cincinnati, Ohio.

Cultural Values in War Time

(Continued from page 263)

music filled the air — in spite of the morrow's battle.

And our youth's decision was made. It was the army that could sing that must be his, for it was the army that still had a song to sing that must be in the right and it, too, must be victorious in the end.

A phantasy, yes—and also a parable!—*Music Clubs Magazine*, March-April, 1942.

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Gold on Treasure Island

(Continued from page 257)

for the first time, she had found the opportunity to learn to paint. You hear that she is doing a fine job.

You look into the library. You don't dare do much more because all the chairs are filled with men and women in blue. You don't want to disturb their reading. The librarian comes outside to talk to you. She tells you that the library is open from 9 A. M. to 9 P. M., that it can accommodate 500 people at one time. You have seen for yourself that it is a beautiful place, well arranged and spacious. You ask about the kinds of books. She tells you that there are books of law and medicine, agriculture, modern housing, psychology, hobbies, vocations, and avocations. There are technical books and books of humor and cartoons and 5,000 books of fiction. You are not surprised to learn that the favorite author is Zane Grey. You wonder what is done about new publications and you find that all requests are filled if it is humanly possible. The librarian has to go back to help a boy who wants information on mushrooms.

You go along to another door and find yourself in a room of telephones. The room, you learn, was equipped and furnished by the telephone company. It is open twenty-four hours a day. Most of the time telephone operators are on duty. They are efficient and courteous. Their chief duty is to help men and women with long distance calls. They tell you that the first thing most of the boys want when they come back from overseas is to telephone their families. You think of the stories you have heard of the understanding help operators have given, and you are glad that this room is there.

You leave the service center and look in on the swimming pools and gymnasiums. You are interested in the special combat tank. You talk to one of the instructors, a world famous swimmer. He tells you that here the men are taught how to swim and dive. They learn to abandon ship, to fight in the water, the best life-saving techniques. The instructor tells you that he and the other instructors have long sessions with men who have been torpedoed. Theory is corrected from the lessons of practical experience. As you finish your talk and prepare to move on, he asks whether you have seen the Hostess House.

You follow the directions he gives you and come to a place where warmth and friendliness spell home. You stand near the wood fire blazing on an over-size hearth and listen to the quiet music of records filling the room. You share the refreshments served, as usual, at eight o'clock. You learn that sailors like to help in the kitchen at one end of the lounge. It reminds them of home.

The director takes you in hand and shows you the pleasant rooms set aside for the immediate relatives of Navy men and women who come in an emergency. You see that one room has a crib and a baby bed as part of its furniture, and you think of the women who must have been grateful for this kind of foresight. The director tells you of some of the things she has to do—of buying for the men materials for draperies and women's hats; of spending half an hour on a sunny afternoon talking with patients from the hospital who are taking advantage of the beautifully landscaped grounds of the House.

As you say good night, you think that there is still gold on Treasure Island.

—Written from material supplied by Carl S. Jackson, CY, USNR.

Drama from the Ground Up

(Continued from page 234)

face allowing a center triangle to be cut right out so that the child's eyes, nose and mouth are uncovered. It is, obviously, important for small children to be able to see clearly and at all times and in all directions! Since the masks are oversize, the character's features can be painted above the cut-out triangle. Masks are cut in two profile sections and fastened together with brass paper fasteners.

Values

This, of course, is only one of a number of experiments in making plays from the ground up. Any leader must, obviously, work out techniques suitable to her own personality, her own training, and the specific needs of the group she leads. Some groups may prefer to start with their own experiences rather than with a book. It is probably wise to start very simply at the beginning of such a program, working gradually into a sustained piece of dramatization. The essential point is that dramatics as a group experience starting with putting well understood material into dramatic form and having as its aim the development of the youngsters rather than the presentation of a play is well worth the doing. Imagination, patience, and the determination to keep dramatic standards high are the necessary components of a successful project. The youngster will do the rest!

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Journal of Health and Physical Education, May 1945

Coeducational Camping and Hiking, H. B. Hunsaker and Rachael B. Yocom

Dual Goal, Arley M. Stout

Recreation Is State Business, Harold J. Weekley and Stewart Woodward

Beach and Pool, April 1945

Swimming Pools for Smaller Communities, Wilmer O. Held

First Aid for Your Pool Problems

The Camping Magazine, April 1945

A Preview of Camping—1945, Wes Klusmann

Camping and Municipal Agencies, Reynold E. Carlson

Parents' Magazine, June 1945

What Will War Do to the Family, Mark A. McCloskey

We Celebrate the Fourth, Jane Porter

A Homemade Brook is Fun, Robert Sparks Walker

Channels, April-May 1945

Entire issue devoted to use of motion pictures in public education.

Wisconsin Municipality, June 1945

Recreation—A Resource of Good Living, Chester A. Carlson

PAMPHLETS

Making Over Our Home Town

Program Service, *The Reader's Digest,* Pleasantville, N. Y.

Building the Future for Children and Youth

Children's Bureau, U. S. Department of Labor, Washington 25, D. C.

Hand Craft

Playground and Recreation Commission, Room 601, City Hall, Cedar Rapids, Iowa

The Arts and Children's Living

Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 6, D. C. $.35

Deficiency of Recreational Sports and Athletic Supplies

Prepared by Milo F. Christiansen, Society of Recreation Workers of America, 3149 Sixteenth Street, N.W., Washington, D. C.

Juvenile Court Statistics, 1944

Preliminary Statement, Children's Bureau, U. S. Department of Labor, Washington 25, D. C.

Write 'Em and Reap: the Saga of Maud

(Continued from page 229)

trees in the swaying rhythm of branches in the wind. Words and line-lengths are tailored to fit the rhythm. . . .

Stories. As we know only too well, storytelling seems to "come natural" to children. In our own story hour at Lenox Hill House, we found that while our children's yarns are centered around the heroes, villains, and localities of big city life, they could match Mr. Andersen and the Brothers Grimm blow for blow. One particularly harrowing ghost story ended with, "And I walked up the steps where the light was coming from, and there I was at the subway station on Lexington Avenue and Sixty-eighth Street."

The danger, of course, in letting children run wild with their stories is that they crib from movies and funny books. One way to set a standard in a storytelling group is to have the group vote for the best stories—those selected to be written down and included in a scrapbook.

The summer outdoor program, especially if it includes evenings around a campfire is fertile field for tall tales and legends. Every patch of woods, even if it is in Central Park, can have its own Paul Bunyan, and every little slope that calls itself a hill can have its own peculiar fauna—like the side-hill wheeler. (You know. The snake flattened on one side so it can go around a mountain comfortably.) One way to stimulate these legends is simply to read some of the old ones with the group. (Highly recommended—*A Treasury of American Folklore,* edited by E. A. Botkin, Crown Publishers.)

In one camp a group made a legendary giant who lived on the mountain ridge opposite the camp. The tales of his doings spread like wildfire and before the blaze could be extinguished every group in camp had made up a part of the legend. And so they all had to get together one day to dramatize their own versions.

And Now, in Parting . . .

Ah, Maud. Let us hope that the black bat has flown a little distance away at any rate. But, please, Maud, don't take us too seriously. Don't take any part of the creative writing program too seriously. For, no matter how sincerely earnest you are, if you lose your sense of proportion you will become as a sounding brass or a tinkling cymbal. In other words, your people will scoot ink in your face and run out in the street to play stick ball.

—Reprinted by permission from *Round Table,* April 1945.

New Publications in the Leisure Time Field

They See for Themselves

By Spencer Brown. Harper and Bros., New York. $2.00.

THEY SEE FOR THEMSELVES is a report on an experiment. The experiment was conducted in five high schools in New York City and in six high schools in Westchester County in 1940 and 1941. The subject was intercultural education. The method was the democratic procedure of fact-finding, discussion, cooperation. The outcome was a group of documentary plays. The report should be a valuable guide to anyone interested in the method or in the outcomes. The appendix to the book contains three living newspaper type plays produced by high school groups which may well serve as models for anyone interested in this type of drama.

Camping for Crippled Children

By Henry H. Howett. National Society for Crippled Children and Adults, Inc., Elyria, Ohio.

THIS BOOK is a compilation of articles written by the members of the committee on camping of the National Society for Crippled Children and Adults. It is designed to set forth "the philosophy and procedure in camping for handicapped children" and deals, among other things, with such problems as selecting the camp site, planning the program, food, and personnel.

Sing and Dance

By Beatrice A. Hunt and Harry Robert Wilson. Hall and McCreary Co., Chicago, Ill. $1.25.

HERE IS A PRACTICAL BOOK of singing games complete with words, music, and directions. In addition to many well-known and well-loved games and dances from the American scene there are interesting examples from abroad—from Norway, Germany, Mexico, France, the British Isles, Denmark, and Czechoslovakia. The book is one which will add variety and interest to programs of singing games and folk dances.

The First Book of Model Aircraft

By Richard Chick. The Studio, New York, N. Y. $1.00.

FROM THE STUDIO'S "Make It Yourself" series comes a book on making model airplanes from scrap materials. Templates and full directions for assembling the parts are given for five airplane types that, by now, are all too familiar by name to the layman. Sections on tools and how to use them and on materials make this, like so many of the Studio publications, essentially a "usable" book.

Planning Your Community

By C. Earl Morrow. Regional Plan Association, Inc., New York, N. Y. $.50.

PERHAPS THE BEST INDICATION of the nature of this forward-looking booklet are the section headings in the table of contents. These are *Why Plan?, How to Organize, How to Plan,* and *Carrying Out the Plan.* Charts and a classified bibliography add to the value of the booklet.

Selected Source Material in Industrial and General Recreation

By George W. Haniford, E. Patricia Hagman, and Floyd R. Eastwood. Division of Physical Education for Men, Purdue University. Obtainable from Southworth's Purdue Book Store, 308 State Street, West Lafayette, Indiana. $.50.

APPROXIMATELY 1,000 REFERENCES on physical, cultural, social, and outing activities are listed in this booklet which covers annotated articles, inexpensive materials, books, bibliographies, and reference magazines. The method of classification of the material adds to the practical value of the booklet for the recreation worker whether in the industrial field or in the field of general recreation.

The Story of the Federal Bureau of Investigation

United States Department of Justice, Washington, D. C.

THE FEDERAL BUREAU OF INVESTIGATION of the United States Department of Justice has published a report whose purpose is "to acquaint the youth of America with the work of the FBI." The report states in interesting form the story of the founding and development of the FBI and of some of its spectacular successes. It is available free from the Federal Bureau of Investigation in Washington and might well prove an interesting addition to the library of any recreation center or playground.

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A Discovery as Important as the Use of Atomic Energy

MAKING USE of the power of the atom is a great achievement in the physical world. We cannot tell where this may lead.

An equally great discovery of our times is the power there is in recreation in making it possible and easy for all people to live richly, deeply, vitally each day.

For lack of a better word we speak of recreation. We think of all that children, youth, fathers and mothers want to do when they are free to do what they choose, what makes the days and weeks worth while, what gives continuing growth and enduring satisfaction.

From the lowest depths of man's nature comes the cry, "Give us this day our daily life—not tomorrow, next year, or after we are three score and ten."

Therefore, we save the beauty of nature in our parks, help hands to become skilled in making objects of beauty, give opportunity for drama, for rhythm and music, for all sound that is beautiful, encourage the making of gardens, the keeping of pets, the building of playgrounds and parks and athletic fields, the flooding of lots for skating, the setting aside of ocean beaches. Therefore, we try to find ways of making it easy for us all to keep the simplicity, strength, wisdom and the comradeship of little children as we add years. Therefore, we want people as long as they breathe to continue to know the joys of growth and development each day through recreation. True, they who consciously seek happiness for themselves may seldom find it.

Yet in the home and in the neighborhood where there is aliveness to the beauty of the world, to the joy of doing many things together, where there is constant growth through activity together, where the recreation way of life prevails, where each person finds it possible to be the man his inner nature demands, then man is more fully man and so many of the ills of society fall away. The expulsive power of a great constructive force is felt.

Build life strong through recreation and you help to lessen poor physical and mental health, delinquency and crime and much of ill will. But, if instead of thinking of building life itself you start out merely to work consciously for lessening crime and insanity, you are apt to lose out in your objective. That which is lost if sought directly may be had if it is not sought. The blue bird easily flies away.

And this is the law of the world which we the people have discovered for ourselves! — Give us strong, permanently satisfying daily life, give us daily opportunity for growth through activity we ourselves have chosen, help us each day to have freedom to do the things that belong to complete manhood—do this and most other things shall be added unto us.

In the spiritual world the discovery of recreation, of the recreative way of life, is as great a discovery as electricity, as potent as the finding of the power of the atom in the physical realm.

Man cannot live by machinery alone. When men ask for warm human living shall we give them machinery?

In older times common men lived in their dreams. The playing of musical instruments for many was to be in another world.

Now we know that we have it in our power to make the day by day as beautiful and as satisfying as the fulfillment of a dream.

It is in our power—now—under God—through the recreative way of life to develop such living in our homes and our neighborhoods that we all may feel that we live on holy ground, that many shrubs about us are burning bushes, that the land of hearts' desire is not something far off, that we all who share a common beauty are brothers, that we all who have learned to share common activity with little money and little price are part of a very great democracy.

It is everlastingly important to build this way of daily living.

The power of the atom is such that we may have little time for building the greatest of all democracy—democracy in living itself.

HOWARD BRAUCHER

September

Look Magazine Photograph

Where Can a Girl Climb a Tree?

By

WILLIAM T. VANDERLIPP

Print by Gedge Harmon

ALTHOUGH as a technician and planner I do not pretend to any exact knowledge of your art, still I was born and raised in Essex County, New Jersey. Essex County has a very fine park commission, and, as a life-long resident of the county, I am familiar — too familiar, perhaps — with the manner in which they have beautified many an old field, meadow or lake, where as a boy I had much fun. The old places have been made over, have been made beautiful, pretty to look at—so pretty in fact that many of them are hard to identify any longer. This is, perhaps, as it should be. It is the way you "parkers" want it. But for me you have destroyed those wild places where, as a boy, I was wont to roam; and so, while I cannot talk technically of your work, I do want to talk to you for a short time rather feelingly.

Tell me, where in your parks can a girl climb a tree or pick a daisy or a buttercup, or where can a boy roll down a hill in the summer and get his clothes all green with grass, or go sledding in the winter?

"I Remember —"

I knew as a boy the remnants of an estate. I never knew the owner. He was gone and his estate destroyed before I came on the scene, but I have good reasons for remembering it. Mr. Boppe must have been a wealthy man in his day and, in the manner of his kind, he graced his front entrance with large brown stone pillars to hold his iron gates. These posts were about three to four feet square at the base, and perhaps seven to eight feet high, and were ornamented with caps and a large round stone ball on top. There were two of them. When we happened along, the gates were gone but the posts and the hinge brackets were still there to afford venturesome boys (and some girls) a foothold to climb to the top of the pillars, and to sit upon the great stone balls.

To us, Mr. Boppe was a great benefactor. I am sure that for a long time after he was dead his great stone gate gave pleasure and a spirit of adventure to many in a degree far greater than any joy he could have experienced as owner of the gateway. It was my brother's misfortune to fall from this stone gate and to break his arm. I know that no parking authority would ever leave anything around so that a boy could break his arm!

Such was my faith in the stories of childhood days that I well remember getting up very early one Easter morning to visit the Boppe Estate, looking for a long time among the debris which accumulated under the remaining shrubbery for Easter eggs—lovely, colored eggs—which I understood the rabbit would leave during the night for those early on the spot to find. I remember going home disheartened and empty-handed, only to find the rabbit had left the eggs in a corner of the living room. Tell me, where today can a boy repeat an experience like that?

Also, I remember Branch Brook Lake, now a nice, a very nice park, and I remember that section just beyond it which we called the "Blue Jays," today a part of Branch Brook Park. As a boy I knew every foot of the area around Branch Brook Lake. I recall very well a hill on the west side. On its top an old woman who kept chickens lived in a decrepit house. I used to clean out the coops occasionally and was rewarded with a quarter and a nice lot of chicken lice, about which my mother always complained. The hill was steep, going right to the shore of the lake. In summer we used to roll down its grassy slopes, and in winter we used it for tobogganing.

Then Came the Planners!

Then along came the Park Commission with its beautifiers and its landscape architects and all that,

and virtually ruined the place. The hill is gone, the outline of the lake is changed, and, while I confess the place is no doubt beautiful, I still look at it with the eyes of a boy and wonder why it was necessary to change it all, and just what children of today do for pleasures which were mine.

When the Park Commission acquired the Branch Brook area, they also purchased the "Blue Jays." This was a delightful piece of woods adjoining on the north, in which we could tramp all day and in season find dogwood, dogtooth violets, jack-in-the-pulpits, and many other lovely things. It was to the "Blue Jays" that I used to go to get dogwood for crotches for my sling shots. I suppose if a boy cut a dogwood today in any of your parks, or even carried a sling shot and the park police discovered it, he would be chased off the grounds.

Mr. Boppe's estate went into building lots and Branch Brook, as I have indicated, was taken over by the Park Commission, and so the places we enjoyed so much have seen laid waste.

Mr. Vanderlipp is Director of the Division of Planning and Engineering of the new State Department of Economic Development which recently took over the functions of the New Jersey State Planning Board. In an address given before the annual meeting of the New Jersey Parks and Recreation Association he modestly stated that his knowledge of parks is slight. However that may be—and we question it—Mr. Vanderlipp's appreciation of parks in their natural state is anything but slight! Some of our readers will sympathize with his nostalgic memories.

The Matter of Grass

Then, there is the matter of your grass. I want to talk to you about the grass. The parks have such beautiful grass. I used to lie down and roll in just such grass and I often wonder what a boy today does for a good grassy patch to play in. I can perhaps illustrate with a little story, or rather a picture which I saw some years ago in a magazine, a picture of a mother rabbit and her brood. You saw a small house with a back porch at ground level, a fence running alongside, mother rabbit standing on the porch with her hands on her hips watching a half dozen bunnies running around playing in the grass, a kindly old neighbor looking over the fence to chat with the mother. The neighbor said, "My, my, those bunnies will kill off all your grass." "But," said the mother, "I am raising bunnies."

So I would wish to remind you that the raising of children is still the prime occupation of mankind, and that only as parks, recreational areas, and grass contribute to that purpose are they useful and, to my mind, pretty. So I would urge you to take all your "keep off the grass" signs and pile them in one place and have a nice fire, as we used to do on election night with barrels and boxes. Or, if you still think there should be a spot of untrodden grass, put the signs end to end in a circle in the center of the park and inside the circle maintain this spot of beauty for all to see. Inside the circle mount still another sign which says, "This is what grass looks like when it serves no useful purpose."

About Climbing Trees

Now this matter of climbing trees. It seems to me that this is one of the great adventures of a child. A tree with many branches is an alluring thing to a child, and still has its attraction to some grown-ups. (Did you ever look longingly into a good-size tree and wish it might not be deemed unseemly or undignified to climb into it—just for the fun of doing so?) And so I wonder what you have done in your parks for a girl who wants to climb a tree. I imagine if anyone essayed to attempt this in any of your parks, he or she would promptly be taken in hand by a park officer and requested to do their tree climbing elsewhere. A tree has its hazards, of course. This is what makes it attractive. I can understand that you don't want people climbing trees in your park, but could you not arrange somewhere to plant some soft ash trees—those trees where the branches grow opposite to each other, the next year's growth coming out at another side—excellent trees for climbing—easy trees to grow and not much loss when they are gone. These would afford a chance for venturesome children to overcome their fear and to develop strength. To climb a tree with leaves is so much more fun than climbing jungle bars.

On Picking Daisies

Say, did you ever pick daisies? Well, I have and could still do so. I like a nice, clean, white daisy. We lived in the city. My mother had two favorite plants—one was a fuchsia, the other was a potted Marguerite, which you will recognize as a cultivated daisy. Well, I liked the scarlet and deep purple of the fuchsia, and I have always liked clean, white, daisies. I wonder what a child does today when he wants to pick a daisy, a wild flower.

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Know Your Places to Play

By RUTH STRODE
Director of Publicity
Bureau of Parks and Public Recreation
Portland, Oregon

PORTLAND, OREGON, is synonymous to thousands of people who have never been west of the Mississippi with the Kaiser shipyards. The people who live in Portland have many another reason for pride in their city — not least among them its plan for providing recreation not only for its own "family" but for the strangers within its gates. Sports, games, drama, music, arts and crafts, dancing—Portland's Bureau of Parks and Public Recreation can be, in its own field, all things to all men. It has the facilities, the equipment, the leadership, and the sure knowledge that all these things don't amount to a row of beans unless they are used.

The officials of the park bureau very wisely decided that an up-and-coming publicity policy was a *must.* They are constantly on the lookout for new ways to keep the grass off the path beaten between their projects and the community's consciousness. In February they teamed up with the Junior Chamber of Commerce in what turned out to be a first-rate idea. A "Know Your Places to Play" campaign was inaugurated on February 18.

The pattern outlined for the week's campaign was designed to give the public glimpses of the many facets of the city's public recreation plan and to remind Portlanders that the park program provides a wide enough and varied enough range of sports and recreational fare to appeal to every appetite for wholesome fun and relaxation. Newspapers published daily accounts of special programs, sports events, and other activities with editorial comment on the importance of recreation in community life and in the war-way of living. Posters of sports events and tournaments of city-wide scope were displayed in key stores and buildings in every section of the city. Invitations to visit public community buildings and play areas were extended through community newspapers, the PTA, Camp Fire Girls, and school publications, and were voiced many times at meetings of various clubs and civic and social organizations.

Most interesting and valuable were the "live" windows. All kinds of "stunts" were pulled off. Here is a sure-fire attraction for sidewalk audiences. When sound was added to the living and moving pictures, pedestrians just couldn't resist

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This playground class demonstrated its activities in a "live" window

Education's New Obligations

By G. A. DOWLING
Director
Elizabeth City County Recreation Department
Hampton, Virginia

ELIZABETH City County lies low in that tidewater section of Virginia where once rich and poor, high and low struggled together to bring "a new birth of freedom" from the swamps, the fever-ridden reaches of the wilderness. The small county with its two small cities, Elizabeth City and Hampton, is chock-a-block with history. Travelers from England passed the low-lying peninsula on their way up that estuary of the great river that led them at long last to the dubious haven they called Jamestown. Cornwallis surrendered just north of the county's boundaries. Its earth is waterlapped by Hampton Roads where the first ironclad ships fought their wierd battle as an episode in the fratricide of the Civil War. Today Norfolk and Newport News and Portsmouth, across the waters, are centers of naval activity in this greatest of all wars; and Hampton itself is the sight of the experiment in racial cooperation known as Hampton Institute.

"Although democracy is still the major function of education in America," says Mr. Dowling, "our responsibility is not ended by merely giving youth a knowledge of the tools of learning, as heretofore. Public education must now assume new obligations."

Some of these new obligations are suggested in this story telling of a new use for an old schoolhouse.

At Hampton, too, it is recorded that Benjamin Symes in 1634 gave "200 acres of ground, the milk and increase from eight cows, to maintain a learned and honest man to operate a free school." Twenty-five years later one Thomas Eaton gave 500 acres of land to support a free school for the education of children born in Elizabeth City County. Thus came into being, during the first half of the seventeenth century, one of the first free schools to be set up in the colonies of America.

Through the years the school thus created perpetuated the memory of the men who founded it. The original school building was destroyed. Rebuilt, it became a part of the whole system of elementary education offered free to all everywhere in the United States. In the course of time, newer and better equipped schools superseded the Symes-Eaton Academy and it was abandoned for public school purposes. But it continued to serve the purposes of Benjamin Symes and Thomas Eaton. It became a community center, a place where leisure time may be used as an opportunity for the greater realization of life and not as a menace to democracy.

When Symes and Eaton, dreaming a century before Jefferson's birth the Jefferson-dream of total education, gave of their wealth to make their vision real there was little leisure problem. There was, indeed, little leisure—none that could not be taken care of in family or neighborhood gatherings at home or church or court or market place. "Getting and spending" was a full-time job for the whole family. But as work hours became less exacting, as idle hands became a more frequent temptation to Satan's ingenuity, it was increasingly apparent that leisure was potentially as full of evil as of good works; that people needed training in its intelligent use. This training in time was recognized as a challenge to schools, to recreation centers, to parks and playgrounds and libraries and homes—in short to the whole community working together for all the people of the community.

Recreation, like education, has come to be recognized as part of the development of the whole person. To that end the Elizabeth City County Recreation Department was established in June 1944, under the supervision of the Superintendent of Schools of the county.

The program worked out under his leadership is already, in its fledgling state, showing results. It is a community-wide program for young people and adults alike. Its emphasis is upon athletics. Softball, horseshoe pitching, tennis mark the summer; touchball and football the autumn; basketball the winter months. There are teams for boys and girls and adults. After-school play centers and indoor recreation centers, teen-age centers and USO clubs for industrial workers augment the outdoor activities. A parents' neighborhood council has been developed at each playground. Its job

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Neighborhoods of Tomorrow

By MEL SCOTT
Executive Director, Citizens' Planning Council
San Jose, California

THE FIRST THING that visitors saw upon entering the recent "Neighborhood of Tomorrow" Exhibition of the Citizens' Planning Council of San Jose, California, was a dream in miniature—a residential community for 1,500 families developed around a central open area of 41 acres in which 25 acres were set aside for active sports.

"That would be swell," said a high school student who came to see the exhibition.

"It would certainly be a grand place to live," exclaimed some of their elders.

"Impractical—visionary," scoffed a few.

The Citizens' Planning Council anticipated that there would be a minority who would condemn this model neighborhood as just too good ever to be realized.

The Citizens' Planning Council of San Jose, California, is "on its toes," looking ahead with intelligent hope toward a better community for all the citizens of the town. A part of their plan is education, and to this end they set up a "dream in miniature" so that everyone — like Chicken Little — could see with his eyes their neighborhood of tomorrow

Throughout the "Neighborhoods of Tomorrow" show appeared photographs of developments in which the physical amenities, including playfields and fine recreation equipment, have been provided; and at the very end of the exhibition there was a display of popular magazines that have recently published articles on playgrounds, community centers, schools designed for community use, shopping centers with social-commercial features and other facilities that make a neighborhood a good place in which to live.

"Where could you create a neighborhood like this?" San Joseans asked as they studied the model of the "Neighborhoods of Tomorrow," noting how it would be possible for children to go from any home in the area to nursery schools, the elementary school, the churches and neighborhood club houses, the park, and to the shopping center without crossing a single dangerous thoroughfare.

Other sections of the exhibition provided the answer to this question. A large map of the city showed in relief the blocks in which forty per cent or more of the dwellings are sub-standard, while panels of a circulating exhibition from the Museum of Modern Art in New York City entitled "Know Your Neighborhood" suggested that well-planned neighborhoods with good housing and ample play space can replace old, run-down sections of the present-day city. Another map, based on studies by the San Jose City Planning Commission, showed undeveloped areas inside the city limits for residential districts like that presented in the model can be created.

The recreation section of the exhibition, like all other sections, was developed around a panel from the Museum of Modern Art exhibition. This panel proclaimed that "a good neighborhood has a park." Beside it was a superb photograph by Brett Weston of children playing on various types of recreation apparatus, and on an adjoining wall was another large map of San Jose, showing sites of three neighborhood parks that will be developed after the war at a total cost of approximately $200,000. One site is 9 acres, one is 15, and the third is 26 acres.

The section of the exhibition devoted to community centers featured a model of the beautiful community center in Palo Alto. San Jose has no centers at present, although it does have four modern junior high schools which, with the addition of certain facilities, could become recreation centers. Here again was a panel from the Museum of Modern Art exhibition, pointing out that "a good neighborhood has a community center." Photographs and a plan of the Palo Alto center completed the display.

"Tomorrow" Is Already Here

The thinking of the Citizens' Planning Council that went into the making of this exhibition is described in a printed brochure which was distributed to all visitors at the exhibition. This brochure read in part:

"In many communities in the United States, and Latin America, the type of neighborhood presented by the Citizens Planning Council of Greater San Jose as the "Neighborhoods of Tomorrow" already

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Choral Art: Democracy in Music

By ROBERT SHAW

THE HAPPY FACT is that group singing—the choral art—has more to offer to the enrichment of community life in America than any of its compatriot recreational or art activities; and the sad fact is that, with a few notable exceptions, it has been the exercise of a limited few who happened to belong to the same school, church, or social order. For one of the great potentials of a working democracy, choral singing has received rather lonesome treatment.

One man paints a picture. Fifteen people are enough for a "little theatre." Two dozen men with muscles can handle both sides of almost any sport situation, and thirty to fifty can do a job on the "Poet and Peasant Overture." But one hundred fifty or fifteen hundred people with fallen arches and ten thumbs can make like a chorus—and can do it in terms of the Brahms "Requiem" or "The Night Is Young and You're So Beautiful," or anything in between.

There really is no reason why the choral art should be so slow. Almost everyone likes to sing; almost everybody can handle a series of recognizable pitches. And while any conductor is happy to have a "trained" voice or two in his chorus, and will make welcoming noises at a "musician"—someone who can read—there still are a lot of good choruses built of men and women whose only studio is the bathroom shower. This is the first unique attribute of the choral art: it requires only the sincere desire to sing. No years at the conservatory; no tediously acquired coordinations. They won't hurt, but you can get along without them.

The second unique feature of choral singing is that absolutely none of the world's great choral art is impossible of performance by amateur singers. Amateur orchestras are extending their repertoire tremendously, but virtuoso symphonic performance will rest with professional instrumentalists, and major works will wait their attention. That is not true of choral singing. You do not have to begin with the C-Major scale or "The Happy Farmer." There are Schubert masses, Bach chorales, American folk songs, madrigals, and rounds—as beautiful as they are simple. And even the most difficult works will succumb to desire and determination to sing.

In the third place—and this seems to me the most important factor—choral singing is uniquely the *democratic* art. It is not simply that choral art is a group art in which many may participate (though any group art is destined to grow in importance in our time and place); what I have in mind is what singing together does to the attitudes and understanding of the people who participate. It's both motive and result: you like the fellow next to you, and you know that together you can make something a lot more beautiful than either of you could manage by himself. Everybody has a part here. I mean artistically, not merely by the addition of sound. The successful chorus is one in which each person carries the interpretative responsibility. Everybody creates. And the creation of beauty at this point depends upon mutual respect and understanding. If you have enough good will—for the composer and his music, for each other as sensitive human beings, and for your audience as more of the same—you have good performance.

Add to this the fact that song means for the most part not only notes but a common native language. That common language means a community of thought and feeling, and that the whole structure winds up in a declaration of mutual dependence.

Not Enough

It's really pretty silly. We fill our public schools full of glee clubs and choirs, and at graduation we say, "That's nice. Fun, wasn't it? . . . Now, if you want any more music, you go home and catch the Fred Waring Glee Club on the radio." Only that cant isn't enough for most of us. Twisting a dial is pretty small change for anyone who has known the real thing. And it's a tragedy for a town or city to be full of dial-twisters.

I don't see how there can be any question but that the chorus—a big chorus—belongs right in the heart of community life, licking all sorts of social and economic problems—race, labor, delinquency; building understanding, respect, and a lot of happiness.

I can think of four or five things that would characterize the program of a successful commu-

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Recreation for Older People

The boys still like their marbles!

Courtesy Mesa, Arizona, Parks and Playgrounds

SOME TIME AGO the Benjamin Rose Institute, which administers funds for the benefit of needy, aged persons, became interested in the problem of recreation for the aged. By direct contact with its beneficiaries the Institute had an excellent opportunity to appraise a fair number of individual situations. Its findings were revealing. In many instances even among its own pensioners, who are relatively fortunate as needy old people due to the exceptionally high quality of the Institute's assistance program, it was found that opportunities for appropriate, satisfying recreation and social contacts were sadly lacking.

As a result of these observations, an experimental club of aged persons was operated for a year. Following this, an experimental program was conducted at the Goodrich Social Settlement for another group, many of whose members consisted of Townsend followers. The benefits derived by these groups of needy old people, both physically and mentally, seemed so marked that a more extended experimental program was mapped out.

The plan involved employment of a leader or director who had had long and rich experience in public welfare work, an unusual understanding of the problems of needy, aged people, and marked skill in working with them. His assignment was to develop recreational and social clubs for persons whose main source of support was public old age assistance or aid from private philanthropy. These clubs were to be located in social settlements, churches, and other suitable places. The leader was to have office quarters at the Benjamin Rose Institute and work under its direct supervision. A sponsoring group, known as the Advisory Committee on Recreation for the Aged, was organized to give guidance and counsel in the development of the program. This committee is representative of the Benjamin Rose Institute, the Welfare Federation, the Jewish Welfare Federation, School of Applied Social Sciences, Group Work Council of the Welfare Federation, and homes for the aged.

A budget of $3,500 for the year beginning September 1, 1941 was set up and financed by grants from the Benjamin Rose Institute, the Cleveland Foundation, the Thomas H. White Fund, the two Welfare Federations, and the Church of the Covenant.

The Advisory Committee pointed out that for many aged, indigent persons who were recipients of public assistance or private philanthropic aid and who were past the age of productive employment "there is no work and no

"Organized recreation is usually thought of in terms of children and youth," states a pamphlet issued in January 1945, by the Cleveland Foundation, "less frequently in terms of grown persons, and seldom in connection with the aged. Also, recreational needs of adults under the stress of war are given more attention in public and private programs. But how generally is any attention given to recreational needs of thousands of aged men and women either during war or in more normal times?"

The pamphlet tells of the experiment carried on by the Benjamin Rose Institute in providing recreation and social contacts for its beneficiaries. Here are a few of the facts.

future. Bare subsistence, bringing with it deprivation, physically, emotionally and socially, results in disintegration of character and demoralization." All too frequently it appeared that loneliness, forced idleness and lack of any adequate opportunities for social contacts or normal and satisfying recreation activities form the lot of these needy old men and women.

From the modest beginning made in 1941 there are now fifteen clubs with a total membership of over 700 men and women. These clubs are located in settlement houses, public housing estates, and churches. One is housed in the County Receiving Home on Franklin Avenue and is made up of ambulatory patients from the County Nursing Home as well as people of the neighborhood. Club members represent different races, different nationalities, different cultural levels. A notable feature of the progress has been the training and use of a number of splendid volunteers as leaders for the clubs. These individuals are giving devoted and valuable services under the supervision of the director of the project. The program has grown to such proportions that one person cannot plan the club programs and in addition personally conduct all of the club meetings. A wide variety of activities is carried on in the clubs appropriate to the interests and capacities of these elderly people, many of whom are well beyond the allotted span of three score years and ten.

Comments made in the July, 1944, progress report of the Advisory Committee are most worthy of quotation.

> "Other cities are becoming acutely aware of the growing problem created by the increasing number of older people and are watching Cleveland with interest. Mr. Schulze, director of the program, spoke recently to a large group at the National Conference of Social Work held in Cleveland. Questions raised by persons from California to Maine showed their common concern and interest, but apparently only Cleveland has a broad community program which is gaining national recognition.
>
> "The first hurdles have been overcome. Techniques have been developed and older men and women who came together as strangers have grown into closely knit groups. They develop friendships, which help replace lost friends and family. The weekly meetings offer something to look forward to, new ideas to think about, and fun to be remembered. The participants have become more alert, less complaining and in better health as they find that old age can bring satisfactions. Certainly these club members are better citizens than the disgruntled oldster without such satisfactions. The next hurdle we face is to gain a place in the established social welfare program of the community. At present the immediate urgency and dramatic appeal of juvenile delinquency and the problem of the working mother have overshadowed the less dramatic appeal of older people, which however must not be lost sight of in long time planning."

The Distribution Committee is interested, at all times, in intelligently conceived and sincerely conducted experimental programs which promise beneficial results for the community and its inhabitants. It is glad that it has been able to furnish a substantial part of the money required for the program which has been here briefly described. Grants have been made from the Cornelia W. Beardslee, the Jacob Hirtenstein, the George and Sarah McGuire and the Edward Loder Whittemore funds since 1941 totaling $3,250.

Here are some extracts from an article by John J. Griffin, Supervisor, Bureau of Old Age Assistance, Board of Public Welfare, Somerville, Massachusetts, in the December 1944 issue of *Public Welfare*. After discussing the desirability of providing recreation for the aged in public and private institutions, and in commercial nursing homes and hospitals for the chronically ill, Mr. Griffin takes up a problem of special interest to the recreation worker: "What of public recreation in organized groups for the aged?"

Finally, there is the problem of public recreation in organized groups for the aged. Is it possible? Is it feasible? We will not pretend to answer these questions dogmatically or unconditionally. We are convinced that they merit study, discussion, and experiment. . . . However, we would like to sponsor municipal recreation centers for the aged. We favor well-planned buildings equipped with comfortable lounging foyers, game rooms, reading rooms fully supplied with books, magazines and newspapers (local and foreign), lecture halls, hobby rooms, parlors with radios and victrolas, and all else that would conduce towards wholesome recreation for the aged. With the incidence of old age progressing almost geometrically to the growth of the general population, it seems to us that such facilities would represent a wise investment. Such centers, in the hands of competent, trained workers, could do much to salvage the present appalling human wreckage among the aged. . . .

Public recreation of the type we conceive would operate in intimate harmony with public welfare officers, librarians, social agencies, clergymen, relatives, professional and business interests. With suitable facilities

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Teen Fashions

By VIRGINIA BAILEY
Columbus, Georgia

"TO THE LIVELY music of the Teen Tavern Tooters, sometimes 'sweet,' often 'hot,' the Teen Tavern Fashion Show's private showing Monday night got underway. And from that beginning until the last strains of *St. Louis Blues* were lost in the cheers of the audience, it was a tremendous success.

"It was a teen age show—a teen age American show. Noisy, gay, bubbling with youth and talent and fun. It was good."

The above quotations are from the local press, following the initial presentation of the Teen Tavern Fashion Show last January 22nd. The success of the private showing was followed by a capacity audience the next night, and the show achieved wide publicity through newspapers over the state and all over the country. It was described via radio, presented in newsreels, and caught up by the Associated Press.

And not only did it bring a glow of justifiable pride to our city Recreation Department, which sponsored the organization of Teen Tavern and has continuously aided in its development, but gave our budding young designer a good send-off along the road to success in his chosen profession.

The show featured styles for teen-age girls. The costumes were designed and the patterns were cut by seventeen-year-old Harry Phillips, himself a member of Teen Tavern. The styles showed a feeling for modern fashion trends, with original treatments that were often strikingly good. They included all types of clothes from lingerie to evening gowns. Designs were executed by the mothers of the models.

The saga of the idea's evolution from a casual conversation is remarkable and of the "once-in-a-million" variety. But to present a clear picture, it is necessary to digress a bit on the establishment of Teen Tavern itself as a permanent institution.

This youth center was opened in June of 1944 for the purpose of providing a desirable play program for students of the two local high schools. Interest of public-spirited citizens was secured, and a local corporation donated a building.

A part of an old cotton mill long since moved to another section of town was remodeled and equipped with funds donated by civic clubs, business and industrial groups, and individuals. An architect gave his services in planning the rejuvenation of the place; one of the largest lumber companies underwrote the necessary repairs; paving concerns paved the walk and built two outdoor shuffleboard courts.

A Junior Council, composed of eight members each from the two high schools and four from the junior high school, was elected. Membership was

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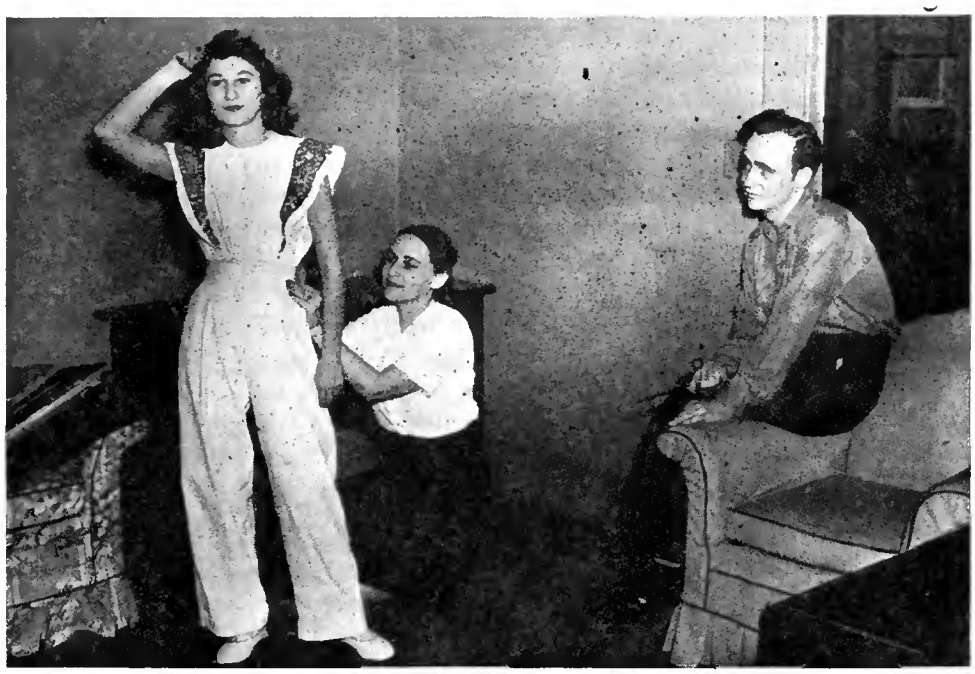

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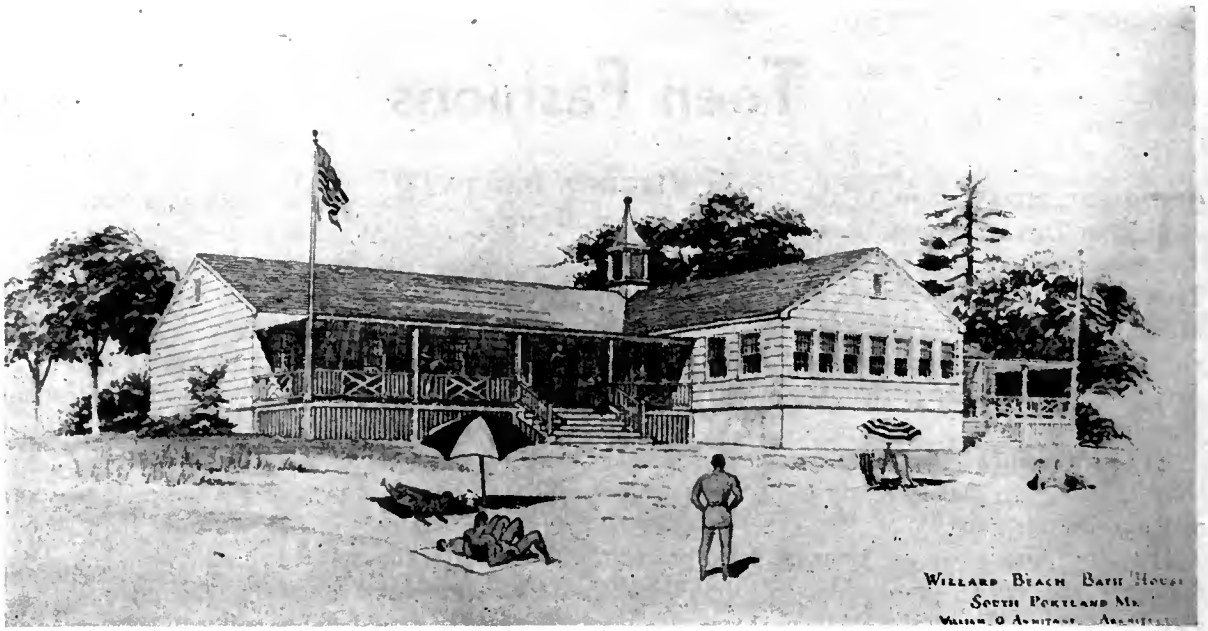

Barracks to Bathhouse

By BERNARD CAMPBELL
Superintendent
Recreation and Parks Department
South Portland, Maine

IN MARCH of 1944 South Portland, Maine, was looking around for a superintendent of recreation. For the first time the city had allocated funds for paid recreation leadership. Ten months later the Recreation and Parks Department issued a progress report, evidence in statistics of what had been accomplished. Four playgrounds, a six-team industrial softball league, playground baseball and grammar school football leagues, three basketball leagues, boys' and girls' clubs, a community center, a skating program, development of park facilities, told a story of mighty efforts and notable results.

Perhaps one of the most interesting achievements of the ten months was the use of barracks buildings once used by the Federal government. The buildings had been part of Cushing Village, a Federal Housing Project. Two of the buildings—barracks measuring 200′ x 30′ — had never been occupied. The peak load at Portland shipyards had already been reached in the spring of 1944, so it seemed reasonable to suppose that those buildings never would be needed. It seemed like a good idea to get hold of the buildings and put them to work for the city, especially since the city needed very badly a bathhouse for its Willard Beach, long neglected but with obvious possibilities.

The buildings were under the control of the U. S. Maritime Commission and relations between the Commission and the city were cordial. That, of course, helped. The Commission's Chief Engineer in South Portland agreed to the transfer and consulted the proper authorities in Washington. From a past transaction involving the use of a ferry landing the Commission owed the city $2,000. The City Council was willing to accept the buildings instead of the cash and the deal was on. The buildings were well made and well equipped. The floors were hardwood throughout. Plumbing and heating facilities were excellent and included showers and drinking fountains. Plans for the use of the barracks were already set up.

Willard Beach was a natural crescent about a quarter mile long. From its fine sand one could look out over the harbor and a group of islands lovely against the horizon. To this spot one of the newly acquired buildings was moved. It was broken down into four sections for the moving process.

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Have you taken a look around your city recently? Perhaps there's an empty building right around the corner that could be used for recreation. Don't let it escape you!

Meet You at the Rink!

By PATRICK A. TORK

IF YOU WANT to "activate the positive" it's a good idea to get out the old roller skates and trek to the nearest skating rink for a spot of good hard exercise! It's downright stylish these days to meet the gang at the rink. What's more it's downright fun. It's fine exercise and there's a lot more to skating than standing up on eight little wheels and rolling down hill!

There are lots of real rinks dotted around the United States. But there are also plenty of towns that don't have even one rink. Well—here's the story of how one community found a way for its youngsters to skate. In Fairmount, West Virginia, it happened like this.

A Gym Floor

The Superintendent of Public Playgrounds and Recreation out there in Fairmount had his eye out for activities that would appeal to boys and girls of his community. He noticed the increasing vogue for organized roller skating. So—since he was also Director of Physical Education and Athletics at a Junior High School, he began to prospect around for the possibilities of using the gym for skating. He went to see the principal of the school and explained his ideas. The principal wanted to cooperate but gym floors are gym floors—more precious than rubies these days—and the principal was skeptical. Would the skates ruin the floor? Well, there was only one way to answer that question satisfactorily. Try them out in a small way. The principal agreed to the testing.

An after-lunch skating party was arranged one day for about seventy-five boys and girls from the school. They brought their steel skates along, buckled them on, and had a high old time till the bell called them back to classes. After three or four of these try-outs it was obvious that the principal was right. The gym floor was beginning to show the ill effects of rough usage. It looked as if a gym skating rink was out unless some way could be found to get around using steel skates.

Commercial rink managers were appealed to for advice. They said the answer was fibre-wheeled skates. These skates were practical and they did no harm—not even to the finest floors. Fifteen pair of professional rink skates were bought forthwith for the school. Their cost was $3.00 a pair—of which more anon and in its proper place.

When Patrick Tork, now the Assistant Professor of Physical Education at the University of West Virginia, was Superintendent of Public Playgrounds and Recreation at Fairmount, West Virginia, he determined that the boys and girls of the city should have the fun of roller skating. But where? How Mr. Tork answered this question is told here.

A First Reaction

Enthusiasm for skating ate up the school like prairie fire. The principal, all the teachers, even an assistant superintendent of schools bought skates and went (some of them) whirling and gliding about the gym floor at weekly skating parties. Of course, there were some who neither whirled nor glided, just sat down with a dull thud! But it wasn't long before even the novices were giving a good imitation of "floating through the air with the greatest of ease."

A School Program

But what about the youngsters? After all, this started out to be a program for boys and girls. Well, they were right in there skating from the very first. Students from the grades and Junior High asked to be allowed to skate during lunch period. Two skating sections were organized—one for grade schoolers, one for Junior High students. Every other day one group or the other held undisputed sway for thirty minutes. Boys and girls from the upper age groups took over responsibility for running both periods. They distributed and collected skates. They kept records of the skaters so that a few enthusiasts wouldn't monopolize the "rink" all the time. They cared for the skates and saw that safety regulations were observed.

Nor was this the only chance the students had for plain and fancy skating. Clubs, classes, special groups found the gym open in the afternoon after school for thirty and forty minute periods under the supervision of a teacher. From 7:30 to 9:00 each evening skating parties, chaperoned by faculty members, had a lot of good,

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The County Comes to an Institute

Austin, Texas, has ideas about recreation. In the August issue of RECREATION we told the story of their realistic approach to a community-wide drama program in the future. Here is the tale of how the Recreation Department, the Chamber of Commerce, and the Rural Youth Counselor combined forces to provide recreation training for volunteer leaders in the many rural areas that make up Travis County.

TRAVIS COUNTY, TEXAS, looks to Austin for the things of the city. Among the services that Austin provides the county is advice in matters of recreation. The county has a Rural Youth Counselor, and in February of 1945 she met with the staff members of Austin's Recreation Department to consider her work in relation to recreation in the county. The group held a series of discussions. From them two facts emerged clearly:

Developing and conducting recreation programs was only one function of the Rural Youth Counselor, but almost all her other duties touched closely upon recreation.

Her greatest handicap in recreation activities was the lack of trained volunteer leaders.

The Need for Volunteer Training

There were plenty of organizations in the area. Home Demonstration clubs and 4-H clubs, Future Homemakers, Scout troops, churches and schools, community councils and youth councils, could provide volunteer leaders. But if their leadership were to have any value these volunteers had to be trained. All this was obvious to the naked eye. The problem was how to reach these potential leaders. It did not seem wise to try to take an institute to the county. Twenty-four communities were involved and neither the Youth Counselor nor recreation leaders in Austin could fit so many institutes into already full schedules. The solution seemed to be to hold a day-long institute in the city.

Austin is the trading center for Travis County. County people, there as elsewhere, come "to town" on Saturdays for business and shopping that cannot be done in their own communities. The Recreation Department offered its facilities and staff for a Saturday institute. April 7 was ultimately selected as the date.

Preliminary Plans

In Austin, the Chamber of Commerce, through its agricultural committee, had been conducting community night programs in the rural areas for many years. The members of the committee knew the people and the people's interests. It seemed the part of wisdom to enlist the committee's aid in promoting the idea and advertising the proposed institute. The Chamber of Commerce was eager to work with the Rural Youth Counselor and the Recreation Department on matters of publicity and on other details, and offered to provide a free lunch—barbecue style — to everybody who registered for the institute.

In each community key people were interviewed with reference to the probable reaction of their neighbors to leadership training. The enthusiasm and the assurance of community support that came from these leading citizens sent the interviewers home eager to begin actual work on plans and program.

Organization

Planning the Agenda. During March the Rural Youth Counselor visited in each community all clubs and organizations. She told them about the proposed institute, asked them for their ideas about specific needs and wants. All these suggestions were put together and studied by the committee in charge of plans. Out of the compilation came the over-all agenda for the day. What the communities wanted was training in social recreation leadership, club leadership and organization, community music, and games for family, church, and school.

Publicity. The task of publicizing the institute also was started in March. Word-of-mouth advertising was first on the list. A week before the scheduled date a letter was sent to presidents of Home Demonstration clubs and P.T.A. groups, to teachers and principals of all county schools, and to community leaders suggested by the Rural Youth Counselor and the Chamber of Commerce. Enclosed with the letter were bulletins giving details of the program, and copies of these were posted in schools, churches, and stores in each community. The Austin paper carried an article about the institute on the Sunday and again on the Friday preceding its opening and during the whole week.

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Let's Play Together

By JAMES H. GROOMS
Superintendent of Recreation
Radburn, New Jersey

MOST COMMUNITIES in the United States are recreation-minded. Each year more and more cities and towns are added to the roster of places which have local recreation programs that satisfy their own needs. This is as it should be. But there are few places that have taken the next step. Few have begun to think in terms of *inter-community* recreation.

Inter-community *competition* is an old story by now. Playground teams vie with one another in various sports. Play days with community pitted against community are matters of history. But we need in ever-mounting numbers occasions designed to bring together community and community for the fun and the satisfaction of playing together.

Inter-community play days can be rich experiences for participants and for organizers. There are—there must be—play days and play days. Each is as individual as the towns that give them form. It would be inadvisable even if it were possible to make a single blueprint and title it *"The* Ideal Play Day." Reviewing twenty years' experience with many different play day plans, however, brings to mind certain pitfalls that should be avoided. If some of these errors seem so obviously mistakes that they need not be mentioned, the excuse for including them is that they are errors which have been made, individually and collectively, not once but many times. Avoid these things:

Lack of organization in program planning
Pitting one community against another
Failure to guard participants against over-fatigue or strain
Planning activities that are unsuitable for boys or for girls or for age-groups participating
Planning activities for the boys only, forgetting that the girls, too, should have a part
Ignoring the planning committee
Using the occasion as a money-raising scheme
Using the best athletes for all the activities to the exclusion of the good, the medium good, or the downright poor
Allowing intolerance to influence participation
Restricting the day's activities to *one* event

A Plan That Worked

Needless to say, avoiding these errors does not, *ipso facto,* insure a good play day. Success or failure will depend upon many things, notably upon care in making initial plans and enthusiastic cooperation in carrying them out. Here is one plan which has worked successfully on three different occasions and in three separate areas. In 1944 it was used for a play day involving eight New Jersey communities.

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Organization

Ridgewood acted as host for the festivities. The director of recreation there invited recreation leaders from several nearby communities to a first inter-community play day meeting. Here the underlying ideas and objectives of the undertaking were discussed. The skeletal framework of the plan of organization was arrived at in this meeting. It looked something like this:

Objectives Aimed At: To develop and spread the inter-community recreation spirit; to provide opportunities for the children of various communities to participate in cooperative activities; to have fun.

Communities to Be Invited: Fair Lawn, Glen Rock, Oradell, Wyckoff, Hohokus, Midland Park, Radburn, Ridgewood.

Grade and Age Groups to Be Invited: Girls and boys of the third, fourth, fifth, and sixth grades as of June 1944.

Date and Hours: August 2 from 10 A.M. to 4 P.M.

Activities and Rotating Contests: Songfest, softball games for boys and girls, swimming, thirty-yard dash, back to back relay, softball throwing contest, potato race relay, posture relay, broad jump relay, dodge ball contest, wand relay.

The author of this article has had twenty-one years of experience as supervisor of physical education, athletics, and recreation. During those years he has taken part in many play days. Of the one at Ridgewood he says, "It was like a twenty year dream come true."

In addition at this first meeting, the group found out what equipment was available at Ridgewood, the inviting community. They discussed what adult leadership would be available from each community, what methods of scoring would be used, what safety measures should be invoked, what would be done about refreshments, and what kinds of problems might be expected to come up during the day's activities. Before adjournment the date for a second and last organization meeting was set.

This second meeting was held two weeks later. To it came all the directors and all the assistants who would help make the play day a success. The organization chairman had ready copies of the whole program. Each item on the program was discussed in careful detail. The facilities and personnel of each participating community were evaluated and committees allocated accordingly. Each person present assumed the responsibility of interpreting the whole plan to his community. Ridgewood, as host, agreed to Mark the playfield for the various activities Gather equip-

Three little maids from school and a softball

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Substance of Things Hoped For

By
JEAN and JESS OGDEN
Extension Division
University of Virginia

Courtesy National Cash Register Co.

High school freshmen of the Riner community put their algebra to an acid test by figuring needed materials for a chimney like this one

IN THE RINER community in Montgomery County, Virginia, a beautiful log cabin with stone chimney and green roof meets the eye of anyone about to enter the school grounds. Its purpose is to give to a scattered rural community a recreation and social center.

"You don't know," said one of the high school seniors, "what a warm feeling it gives you to pass by when school is closed and to know that under that green roof is *our* cabin."

The entire community seems to share this sentiment, but this particular senior class has a special right to the feeling. In September, 1939, these seniors came for their freshman year to a beautiful new $85,000 school plant, replacing the inadequate and haphazardous old frame building that had previously been the school home. The new building represented five years of untiring effort on the part of pupils, patrons, and school board members. Perhaps it was this untiring participation that made them realize their work was not yet done. They had the building, but they still had the problem of knowing how to make it of the greatest possible value to the community. It was to this end that a survey was undertaken during the school year 1939-40.

The survey showed that one of the urgent needs of the community was a program of adequate recreation facilities for both young people and adults, fewer than 50 per cent of whom participated in any kind of constructive use of leisure.

This need was faced with dismay by the freshman class. One section of them—about thirty-five youngsters — under the guidance of their homeroom teacher tabulated the replies to the questions on recreation. The teacher saw in their interest and in the material itself a program for their work in mathematics, English, and social studies which he taught them. To hear these children, now seniors, tell the story convinces one of the soundness of this type of education.

"I never could understand ratios until we started figuring the cement and sand for our chimney," says one.

"I discovered that year what is to be my life's vocation," says another. She learned to use precision instruments and to make plans carefully drawn to scale. She will be an architectural engineer—and, we prophesy, a good one.

But we are ahead of the story. The dismay of these thirteen-and-fourteen-year-old youngsters resulted from the fact that so many of the questionnaires reported pool rooms and similar places as the only available recreation facilities. Their teacher

suggested that they might do something to remedy the situation if they wished. He even hinted at a building which might serve as a recreation center. It seemed preposterous. But, under his spell, they began to plan.

"It kinda seems," one of them now says, "as if he could look into the future. He knew better than we did what we could do."

Figuring Ways and Means

They drew plans. They figured costs. They considered ways of making the plans reality and the money more than figures on paper. During the year they knew they could raise money at parties and entertainments, but they needed some immediate cash. They decided to sell $.50 and $1.00 bonds to be repaid with interest at the end of the school year. This necessitated careful study of bonds and interest. It was all new to them, they say, for "we are just corn-fed, country children" who had never heard of bonds. But they learned; and, they maintain, they knew all about Victory Bonds when they came along later.

They needed a recreation center; they made up their minds they would have one, and through their own efforts they secured it! The story of how it was done, told in the November first issue of the bulletin published by the Extension Division of the University of Virginia, is reprinted in RECREATION by permission.

They also decided to try to sell memberships in the proposed Recreation Association. Their plan called for $.50 for a student membership for one year, $8.00 for an adult membership for five years, and $10.00 or more for a life membership. They designed and printed 500 membership cards with a picture of the dreamed-of cabin in one corner. They actually sold about 250 of these. It took real salesmanship, they say. That's where their English came in. They made up their speeches and practiced on each other. They went out into the community and tried the speeches. Then they revised on the basis of experience. Later, thank-you letters and reports gave them ample opportunity to practice their written English. The letters had to be right because they were going to real people. The reports had to be accurate because they were concerned with dollars and cents with whose spending others had entrusted them.

History teaching was also provided for by this project. The proposed association must have a constitution. That of the United States furnished the model, for their association, though not composed of states, would be composed of a number of community organizations. Representation for each must be provided. Also responsibility must be fixed. Eventually a fine constitution emerged, complete with preamble and by-laws.

A Halloween party had heretofore been the best annual money-making event in the school. For two reasons this freshman class departed from custom. In the first place, their plans began to take shape a little too late for Halloween. In the second place, their history class was interested in Colonial times and customs. Washington's birthday offered a good opportunity to combine history and money making.

By February, there was some money in the treasury. This was carefully invested to make more, though donations for the party were also cheerfully accepted. About 500 people from the community came to the party, paid admission at the door, saw a pageant of Colonial America, took part in a Colonial costume parade with prizes for the best costumes, went into the side shows, movies, boxing, beauty contests, and similar activities that one associates with country fairs. History was learned, the money rolled in, and the community had some of the recreation it seemed to need. In all, the class had raised about $750 that year.

Construction Begins

In the meantime actual work on the cabin had gone forward. Two citizens who owned woodlots donated logs. The freshmen took to the woods with saws and axes. Snow and cold deterred neither boys nor girls. Others dug the trench for the chimney which would provide for the huge fireplace at one end of the cabin.

"Eight by four, that chimney is. I'll never forget," says one trench digger.

Citizens had donated necessary building materials. One merchant gave $50.00 worth of supplies in return for a life membership for himself and his wife.

When the blueprints were complete, the logs hauled in, the foundation laid, and the beautiful stone chimney constructed (a mason had been hired for this job), an old-fashioned log-raising was held. The ladies provided a bountiful dinner. The men and boys placed the logs in position on the foundation. The cabin began to be a solid fact though much work still remained to be done. With the help of the agriculture teacher and his students the work went forward.

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Boys and Girls Together

By ARCH R. FLANNERY
Director of Recreation
Battle Creek, Michigan

SEVEN A. M. The place had been peacefully asleep a minute ago. Now it was in a turmoil. A hundred and twenty-five boys and girls from seven to fourteen years old dashed for toothbrush and wash basin. They were a confusion of arms and legs, with sound effects! Thirty minutes later order would return. Thirty minutes later 125 voices would be stilled by the one completely effective method—food. A new day was beginning at St. Mary's Lake Camp.

The camp, four miles north of Battle Creek, is unusual to say the least. It was built by the W. K. Kellogg Foundation several years ago to be used as a year-round center where young people would be given training in health building. When the United States entered the war, the government took over the grounds and facilities as a temporary training base for the Coast Guard. Eventually the Coast Guard moved out and the camp site was returned to the Foundation.

This is really the beginning of our tale. For at this point a group of interested people of Calhoun County stepped in and leased the property (on a three year lease at a dollar a year) from the Foundation. The group then set about developing a camp to be sponsored by the community for all Calhoun County boys and girls between the ages of seven and fourteen regardless of race, creed, or color.

Plans for the summer were put in motion at once. The Foundation assisted financially in the payment of some salaries. The remainder of the cost came from fees ($10.00 a week for each child) and from the Battle Creek Community Fund as a loan. The summer program began early in June. The first week 140 4-H Club boys and girls came from all parts of the county. From then on the camp has been operated for all other children of the county. About 125 campers came each week during the season.

The 4-H Club boys and girls carried on their club work at camp, with the assistance of near-by farmers who lent their cows and other livestock for training in judging. Blind and crippled children, under the direct care of those trained to teach them, were among the campers. Most of the youngsters, of course, were normal Jacks and Jills of the county's homes, both rural and urban. All of them followed much the same program of activities.

The Day's Program

Breakfast was at 7:30; swimming instruction and cabin group planning with counselors were scheduled from 8:15 to 11:30. Dinner at noon was followed by a rest period from 1 to 2 P. M. Free activity was provided for between 2 and 4 P. M., and from 4 to 5:15 there was general swimming. Flag retreat came at 5:30, supper at 6:00, further free activity from 6:35 to 8:00, a campfire program somewhere on the camp area from 8:00 to 8:30, weather permitting, and taps at 9:00 P. M.

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4-H Club boys and girls continue club activities at the camp

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A Vermont Community Pioneers

By IONE E. LOCKE and JULIA J. ROOT
Springfield, Vermont

SOME YEARS AGO we ventured to impress upon our citizens the need of a year-round recreation program. The idea received support among our more civic-minded people from the first. Several organizations contributed sums of money to help with the project. A group of members from our Woman's Club spoke before various organizations, and other publicity measures were used to influence public thinking. An article was put in our town warrant asking for the modest sum of $500. (This is the method usually employed in New England towns for securing financial help.) We were off, but the going was not easy. We touched near peaks of achievement sometimes and hit new lows of discouragement at others.

We, the Community Club and Recreation Commission, are located in a building about fifty years old, formerly used as a machine shop. Just before the close of World War I some of our public-minded citizens conceived the idea of a club for men. The ex-machine shop was lent by a manufacturing concern and, with the aid of other manufacturers, was put into condition for club purposes. The exterior is crude from an architectural point of view, but the interior at the time of the opening in July 1919 was very attractive. Its chief asset is spaciousness. It is 170′ x 60′. Before the club opened women had been given membership privileges. Three years later children of high school age were offered the opportunity to become junior members. After a decade, facilities for the community were broadened further, and out of that expansion our present setup has evolved.

We are one of the pioneers in Vermont in establishing this year-round program, but this fact did not sink into our consciousness until neighboring towns began to show an interest in our activities. To those who may be hesitating before embarking upon a similar project, or to those who have not quite made their idea "click" to their entire satisfaction we say, "Renew your energies and continue with your efforts, for as an investment such a program pays royal dividends."

Government of the project is vested in two different groups. The Community Club has a small board of seven members whose function it is to direct the policies of the club and concern itself with the maintenance and general welfare of the building. This is done almost entirely with funds derived from membership, activities, and rentals. Certain overhead expenses are taken care of from a fund established by the Manufacturers' Association. The youth program and some features of the adult program are in charge of the Recreation Commission, a group of fourteen civic-minded men and women and the recreation staff. Much of our adult program is self-organized and self-directed from within the respective groups. Our two administrative staffs work as one. They have their individual responsibilities, but the same goal and purpose—recreation for all.

Throughout the country stress is being laid upon the needs of the teen-age group. Perhaps it is characteristic of the people of the Green Mountain State that we do not always follow popular trends too closely. We do not question the fact that this age should be given their share of attention and responsibility, but we do not think it necessary to single them out and there-

Ione E. Locke and Julia J. Root are respectively Executive Secretary of the Community House and Director of Recreation in Springfield, Vermont, where a year round recreation program has developed from a community club housed in an old machine shop and remade through the efforts and the good will of the town

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by give them an unprecedented amount of publicity.

Springfield is an industrial town of approximately 10,000 and it has passed through the so-called boom period without any marked increase in youthful social offenders. The reason for this gratifying situation has never been analyzed; possibly it is due to a combination of things. The fact that we are more or less isolated as a community may be part of the answer. At any rate, we feel that we have been fortunate indeed. There has been some demand from the more sophisticated members of the teen-age group for a teen-age center, but the demand was not sufficient to justify the expense involved in setting up such a place. From 200 questionnaires sent out to parents in regard to this matter, only twenty-nine replies were received, most of which were negative. The approach to this problem—if it is a problem—was made through the boys in the lower classes of high school. Along with planned programs of varying types, special occasions which are real events are arranged and looked forward to for weeks, and everything is done by the recreation staff to make of them occasions to be remembered.

Regulations in regard to school hours vary in communities. In Springfield pupils are in school from 8:30 A. M. until 4 P. M., so they do not have too much leisure time. Frequently parents comment on how little time Jane or John have for any home duties, what with glee clubs, orchestra rehearsals, dramatics, debating teams, sports and studies. Supplementing these activities are church affairs and individual social and recreational life.

In adjusting young people to the present day and the future our leaders have started with the preschool child and have carried out a program reaching large groups of each age level up and through the high school. Through the junior membership plan, boys of all ages can enjoy the facilities of the Community Club at all times. Encouragement is given them in indoor sports. Good reading matter is always available to them. There is sufficient supervision to insure good behavior, but not enough to make the boys feel conscious of it. They are free to use the gymnasium, bowling alleys, and showers almost any day and in the evenings at specified times and game tables are available at all times. There are very few girls of high school age who are members.

In a town of this type the industrial groups are of great importance in the planning, and a diversified program is given them. Men and women enjoy both indoor and outdoor activities. Their recreation is also a concern of the shops in which they are employed, and their recreation committees work with the recreation staff of the town—or perhaps the reverse might be truer, since the services of the staff as well as the facilities of the club are offered to the plants. With their own leadership, the people in industry plan much of their own program.

At the moment, the overall picture of recreation in Springfield is good, but it has not yet included as many participants as those of us in recreation wish it did. Like every spot in the country, many of our young men and women are with the armed forces and the drop in participation is understandable.

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The boys dress the part of favorite book heroes

What They Say About Recreation

"A MAN MIGHT BE BORED if told a lot about recreation, but if he happens to come across a beautiful landscape in a city he is not likely to be offended. Those who have helped to develop such scenery have not injured him."—*Joseph Lee.*

"I look for a vast expansion of recreation activities following the war. The big problem in recreation as in education is to go forward without losing the deeper moral and spiritual values which make both significant."—*Joy Elmer Morgan.*

"Music is not only an extremely personal art, but it is also the most social of arts. Music is made to be enjoyed in fellowship with others."—*Harry Robert Wilson* in *Lead a Song.*

"The defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that democracies must put their trust."—*Dr. William F. Russell.*

"America must answer quickly the question, 'What way leisure?' Shall it be a terrifying spectre and a perpetual social hazard or shall it be the welcome chance for useful and creative activity—not a calamity, but an opportunity."—*W. W. Willard* in *Which Way Leisure?*

"Play is part of the education of the American child. We want our children to play and we want them to be happy, and above all we must have wholesome, happy family life."—*Mayor LaGuardia.*

"O wise humanity, terribly wise humanity! Of thee I sing. How inscrutable is the civilization where men toil and work and worry their hair gray to get a living and forget to play."—*Lin Yutang.*

"It is the stuff of our manhood and womanhood that makes America great, not our stainless steel jewelry. Give us that stuff. That is your job."—*Roy Helton.*

"We will transmit this city, not only not less, but greater, better, and more beautiful than it was transmitted to us."—*Athenian Oath.*

"One can spend years studying the many forms of art by which are preserved what eyes have seen long after the eyes themselves are dust. And one can be busy all one's days trying to turn the details of one's own life to beauty."—*Marjorie Barstow Greenbie* in *The Arts of Leisure.*

"America is different. We must remember this; and we must emphasize it. We can live and play together; and the more we play together, the more we shall understand each other and be willing to cooperate for national unity."—*Dr. James M. Yard.*

"In the conduct of general education let us not lose sight of the fact that democracy needs leadership just as vitally as it needs an intelligent citizenship."—*Stassen.*

"No citizen can play an efficient part in the self-government of his country unless the part he so plays reflects a control acquired over himself."—*Dr. L. P. Jacks* in *Constructive Citizenship.*

"Artists are the people whose influence determines what form the spiritual and physical creation of our civilization will take. . . . Every phase of our daily living is somehow touched, and often determined, by artists' activities as well as by utilitarian needs."—From *Related Arts Service.*

"What of education and recreation? Upon the intelligent and efficient functioning of this branch of municipal service depends the calibre of the next generation and the future of our city, state, and nation."—From *Annual Report,* Madison, Wis.

"When will man understand and love this infinite beauty—our sacred heritage? We who do understand and believe in the great and spiritual values of Primitive America have a great task to perform."—*Jens Jensen.*

"The educated man is a man with certain subtle spiritual qualities, which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life."—*Ramsay MacDonald.*

"When music and courtesy are better understood and appreciated there will be no war."—*Confucius.*

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Last Saturday

The Children's Museum started more than twenty-five years ago in one room of an old house, with a single case of butterflies and minerals. The museum buildings now consist of two large up-to-date mansions with an attractive auditorium capable of seating five hundred children.

SITTING at the Information Desk on Saturday was indeed an adventure. The front door was opened at 9 o'clock, and in they came. Some brought their lunches and planned to make a day of it. The games were put out and a dozen children were busy at once. At 11 they were starting to get in line for the moving pictures. Now that we have no fuel oil for the auditorium we show the pictures in the classroom. While waiting, the tinkly music box from Switzerland was wound, and everyone listened to music that many had never heard before. It was quite appropriate to have the big music box wound, for all the cases in the hall are filled with musical instruments—primitive drums, whistles, mandolins and flutes. This means games with a whole new vocabulary about percussion, string, and wind instruments.

After lunch "The Museum Quiz Kids" began to congregate in the library with Miss Kendall, where around the large table they ask and answer questions of their own propounding. Every child may have a turn at being quizzed. There is an Argentine cowbell that they ring to summon the audience. "Cheerio," our pet canary in the Live Museum sang, the old tall clock chimed frequently, and then the cowbell! It really was a happy place.

The tiny ones hustled into their coats to go over

"This is the most beautifulest Museum in the world"

to the Annex to the story hour. It was a dark, cold day, but a lovely wood fire crackled over there and about it they sat while Miss Green told them a whimsical story about February 14, and then each made a valentine to take home. When they returned, many of them stopped at the information desk to display proudly what they had made. The older children saw the pictures at 3, and then played games, at which they never seem to tire. The staff members are very ingenious in thinking up and planning different types of information games which require the children to use their eyes and read the labels for their answers. Some Scout troops arrived, looked about, and then settled at game playing, too.

Courtesy The Children's Museum, Jamaica Plain, Mass.

A gentleman from Duxbury came for the loan boxes he had reserved for his school and another person from Newton lugged out some twenty boxes for the Visual Aid Library in that section.

The questions one answered at that desk were varied — would you like to hear some of them? "Have you seen a boy with a blue sweater?" "Is the elephant alive?" "What can I feed my turtle?" "Which club may I join?" "Will you keep my carfare?" "Where can I put my coat?" "What time is the movies?" "Did you find a mitten?" "Where do you get those examination papers?" "Where can I find a drink for my little brother?" "What will the story be about?" "Have you any books on airplanes?" And so it went.

One little fellow stood on tiptoe struggling to get two pennies into the contribution box. Another did him one better and fished three cents out of his pocket.

Mrs. John Cronan, the storyteller who comes once in a while to tell us stories as a special treat, called to borrow a doll. She told us she overheard a little girl from the Cheverus School say to her companion, "This is the most beautifulest Museum in the world."

One of the nicest things that happened last Saturday was Walter coming—one of our boys on furlough. This time he had just returned from Cuba. We do feel pleased when the boys come here in their precious time. They say, "Oh! a new exhibit," "How good to be home," or "Where is Miss Dickey?" We are amused when they tell us how perturbed they are on visiting museums in Australia, England—all over the world, to find that our Museum is virtually unknown!

In 1944 the William T. Hornaday Memorial Foundation was incorporated under the laws of the State of New York. It was established as a living memorial to Dr. Hornaday. The purpose of the foundation is to instill into boys and girls in the United States a knowledge and love of the world about them. In its first annual report, the Foundation points with justifiable pride to its initial work of establishing children's museum projects in rural areas. They began their activities in Geneva County, Alabama. Before the year was out Geneva County had three children's museums, one of them for Negro children. Nashville, Tennessee and its environs was the scene of the fourth and fifth museums established. The fourth was another project for rural children. The fifth was the Foundation's first city-sponsored Children's Museum which was set up in Nashville. To a Nashville audience Chancellor O. C. Carmichael of Vanderbilt University said, "Children's Museums will supply things that we have not had in our educational system before, and are worthy of very genuine and enthusiastic support."

The Children's Museum at Jamaica Plain, Massachusetts, is a busy place, especially on Saturdays when the story hour is held, moving pictures are shown, and leaders of youth organizations come with their groups to obtain help for their programs. There are, too, Saturday morning bird walks in the spring, and many other activities.

Loan extension is still another service. The Museum has 225 loan boxes on seventy-one different topics which may be kept for two weeks by schools, libraries, churches, and other organizations requesting them.

One Man's Meat

By MARY BROWN SHERER

YOU KNOW how they are. You hardly get your rubbers off before they say, "Now, someone goes out of the room," and you are ushered into a closet while they think of a vegetable or an adage. They are the players of parlor games. When two or more are gathered together you may as well make up your mind to a lot of frantic endeavor.

All on your account, the atmosphere is disagreeable right at the start. You have to have the game explained. The others, all born public speakers, want to tell you how it goes. They lecture you, simultaneously and with frightening firmness. Since it is something brand new and not to be discovered by Elsa Maxwell for months, they bicker among themselves about the rules. Finally, in utter confusion, you say you understand.

The chances are that the motif is cultural. With a college degree and subsequent reading, you feel that you are reasonably well educated. But when someone sits back and complacently announces that he begins with "b" your mind is suddenly wiped bare. You can think of nobody whose name ever began with a "b." The rest mutter impatiently, "Come on! Everybody knows that!" while you mentally scuttle around and wonder how you got through school. Finally you do think of a "b" which is barred because of its obscurity (implying that you simply made it up) or is shrieked by an old hand before you can open your mouth or turns out to be a peninsula and not a person.

Or perhaps the game revolves around some talent, some offshoot of the Muses. You won't have felt as silly since the church pageant. You are no super-dilettante; you are never even chosen for a part in a Junior League skit; you have no talent except a phenomenal capacity for sitting in one position. Yet you are expected to get up and act, impersonating King Lear or tapioca. With no artistic ability whatsoever, you must draw "I'm a ding-dong daddy." You sing rounds and write doggerel, all according to rule, only to be accused of giving it away by a sloppy performance.

Some time during the evening game addicts get athletic. Just as you maneuver yourself off the Louis Quinze and onto the Lawson they bring out a broom and insist that you tie yourself in a half hitch around the handle. You rush in and out, behaving in the manner of some specified adverb and try to make a milk bottle do things a milk bottle was never built for.

While you rest your joints the rest earnestly fill spaces on pieces of paper. After they have been filled and argued over (every addict dearly loves this feature), there are some special stunts. These are the gags, interspersed through the serious routine. The object is to get the neophyte into as undignified a position as possible, preferably under the rug. You, in your new suit, cooperate, all innocence, and find yourself excavating with your teeth in two cups of flour. After the others have had their laugh, everyone is sufficiently relaxed to go back to the heavier program, back to the goings-out-of-the-room.

It's a dreary business, out of the room. You stand in the hall, rather embarrassed with your own company. You study your face in the mirror, the calling cards on the tray (people you never heard of—depressing), the wattage of the light bulbs. You peel the candles of their drippings. You listen to them inside, a gay little clique, muttering and whooping. When you are finally called back, amid much laughter, you find that the salted nuts are gone, every comfortable seat is sat on, and there is nothing for you but to lean against a doorway and guess.

One evening, perhaps, you decide to refuse to go out of the room. In an optimistic moment you think that such a stand may put a blight on the whole game trend. So you sit pat in your corner with a firm "no" only to discover that everyone

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"What's one man's meat is another's poison!" Strange as it may seem, there *are* people in this world who are definitely allergic to the processes and methods of social recreation. The pages of RECREATION, in common with all other "reputable" publications are always open to the views of "The Opposition," and it is in line with this policy that we have asked for and received permission from *The Observer*, published by the Junior League of New York City, to reprint the accompanying article which appeared under the title "Give Up?" in January 1945

Planning vs. Postwar Planning

By ROBERT E. EVERLY
Superintendent
Glencoe, Illinois, Park District

Much is being written these days about postwar planning. What should be done after the war to meet the community needs of returning servicemen and of civilians is the subject of many conferences.

In this article Mr. Everly presents a challenging point of view. There are, no doubt, park, recreation, and other public officials who will not be in complete agreement with all the statements made. RECREATION will be glad to receive comments on Mr. Everly's article.

THE PRESENT interest in municipal postwar planning stems from an honest concern of our people to keep faith with the men who have served and died for their country. In this article I do not intend to detract from the importance of this worthy task. Rather I wish to propose a concept of planning that will be in keeping with the American way of life and one which, I, as an ex-serviceman of World War II, believe will appeal to returning veterans.

It is evident that too many municipal planners are linking postwar plans with another Government Works Program. Aside from the dangers to our national economy, such "defeatist" planning that pre-supposes leaning on Uncle Sam weakens the American moral fibre and is obviously unsound. Furthermore, the prospects of relief projects cannot help but be detrimental to military morale. Certainly men who are fighting our fight do not want to return to a life of dependence. Above all they want independence. It becomes the responsibility of communities throughout our country to do the kind of planning that will provide opportunities for permanent employment. In our economy individuals cannot be independent on the one hand, and communities dependent on the other.

Postwar planning is one of those all-inclusive "do it tomorrow" phrases that has succeeded in capturing the fancy of the American public. It is a "red herring" that has almost convinced the public that municipal planning is an innovation, an offspring of war.

Certainly those of us engaged in community planning know that it is a continuous process. We recognize that sound planning requires long term forecasts. The war had little to do with planning for the future. The successful municipal operator has *always* been projecting plans, five, ten, twelve, and even twenty-five years into the future. To constrict the planner's mind to a rigid set of circumstances covering a short span of time limits his vision, thereby nullifying his planning ability.

It has been said that the period following the termination of the present war will present catastrophic problems of readjustment, relocation, and rehabilitation. These problems differ only in scope from issues that have confronted planners during the past several decades. Community planning has always been contingent upon a host of problems that include tax incomes, bonding capacities, labor shortages or surpluses, population trends, educational and recreational needs, and the scarcities or abundances of materials. Sound planning is made in consideration of "Acts of God" and "weaknesses of man," necessitating only the shifting of emphasis on one or another of the aforementioned problems.

While endless talk and writings have been given to postwar planning, too little has been accomplished in completed plans. The tendency seems to be to await the end of hostilities, although the postwar period is already here for millions of our citizens, including men released from the services and war workers shifted to civilian pursuits.

To balance this criticism of postwar planning, the following proposals are presented for consideration:

(1) Cast off the inhibitions of a relatively short postwar period. Prepare long-range master plans for each community based on a survey of local requirements, after which detailed plans should be completed as rapidly as possible.

(2) Let no American community plan any development that it finds unable to construct, and *maintain* by its own efforts with its own funds. Those communities that developed projects with government aid that were beyond their capacity to maintain will add an "amen" to the underscoring.

(3) Municipalities should avoid, as far as possible, huge capital developments until postwar civilian

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They Needed Something More

BEAVER COUNTY'S war housing project, Van Buren Homes, at Vanport, Pennsylvania, was opened to its first twenty-five residents in October 1943. Since then its full 400 units (as well as 125 in near-by Tamaqui Village) have been taken over by employees of Curtiss-Wright and other county industries. The people who had come to live in these units had doubled the population of Vanport. They had a place to lay their heads — comfortable, charming as to physical surroundings, adequate to the needs of their families. But they needed something more than the satisfaction of their minimum physical needs if they were to live happily in their new environment. They needed civic, social, and recreation activities combined in a diversified community program.

Obviously, overcrowded Vanport could not — even with the best will in the world—provide all that they needed and wanted for all of them. Consequently they did what people of the United States have been doing since the war began all over the world—in Philippine concentration camps, in German prisons, in war centers whose ways were alien to the familiar patterns of a lifetime. They set about to build for themselves a new community laid out on old lines. They elected from among themselves a Residents' Council to control the affairs of the community. They set up committees to work with the Council on government and planning and programming for their

The Beaver County, Pennsylvania, Housing Authority responsible for the operation of 11 federally-owned housing projects and 5 locally financed communities, claims the distinction of having the only organization set-up of all-women project managers existing among the Housing Authorities in the country. The duties of these managers are many and varied. They are responsible for huge rental collections (approximately a million dollars yearly), and for the accompanying bookkeeping; for making government reports; for helping families and individuals adjust themselves to local conditions, and for the welfare and health of families and the use of the facilities offered.

small world. They worked closely with Vanport citizens to coordinate all their plans with existing programs and facilities where these were available. In a few months a program was going full steam ahead.

The four Resident Clubs at the Brunswick, Georgia, Housing Project all have nautical names appropriate to a community whose residents build ships: Port Hole, Crow's Nest, Ship-a-Shore, and Gang-Plank. And they believe, do these ship builders, that "Better ships are built when better fun is had. So — hit the deck — it's time for fun again!"

An interdenominational Sunday School is attended each Sunday morning by an average of a hundred children and adults. Enthusiastic members of the Van Buren Woman's Club hold monthly meetings, plan and sponsor various entertainments, maintain a library which is of service to those who want reference material or pleasure reading. At the club's meetings the attendance averages about fifty women.

A most interesting feature of the youth program is the proposed boys' clubhouse to be used by school age boys from the whole town. A committee of fathers and boys' leaders was formed and an available building has been located. The plans for the club include renovation of the building which will be used for a well-rounded and supervised schedule of boys' activities.

A village newspaper is published weekly. The publication, called *The Villager,* is informally written and carries into each home the schedule of events, organizations, plans for the future, and personal notes. The paper's "staff" gathers several evenings each week to collect, write, and edit the news articles, and print the news sheet on a small mimeograph machine.

Several hundred children have been entertained at recent parties. A weekly movie program is offered to the residents. Teen-age groups are sponsored and supervised by the Vanport Parent-Teachers Association. A Cub Pack, with the Vanport Fire Department as the sponsoring organization, is the latest addition to the schedule of activities. A girls' club is being organized, the membership to include girls of high school age. A school of dance is a weekly feature with classes for all ages.

Meetings and activities are held in a large community building located in the center of the village. The building is equipped with a large meeting hall, two small meeting rooms and a kitchen.

In the housing development at Brunswick, Georgia, Resident Clubs planned and sponsored a wide range of recreation activities and social and religious interests in 1944. The four clubs during the past year raised approximately $30,000 to maintain their program. Each club had committees on Hospitality, Red Cross, and Religious Activities, and all were free to call on the Project Service Staff for assistance in any phase of the program.

Three of the housing units maintained teen-age clubs under such titles as "Chatta-Box," "Happy-Go-Lucky," "All-American," "Our 6-8 Club," "Fun Club," "Pirates Club," "Joy Club," "Little Folks Club," and the "Junior Port Hole Club." The youth groups formed their own committees and conducted their activities with the help of hostesses from the Resident Clubs and play leaders from the city's Recreation Department. The Recreation Department also supplied leadership for the playgrounds established at the housing projects.

The combined attendance at the community activities held in the four recreation buildings was 396,053. The program of activities as listed in the annual report for 1944 was as follows:

Hi-Lights from 1944's Time Table

Dances—Popular and Square
Quiz Program
Bingo Parties
Community Sings
Movies
Talent Shows
Boy Scouts
Girl Scouts
Teen-Age Clubs
Game Nights
Holiday Parties
Open House—Informal Dancing
Dancing Classes
First Aid Classes
Nutrition Classes
Home Nursing Classes
Surgical Dressing Work Rooms
The Crew's Log
Libraries
Pool Room Activities
Club Room Activities
Immunization Clinics
Equipment Clinics
Preschool Clinics
Basketball Games
Pageants
War Bond Drives
Salvage Drives
Clean-Up Drives
Victory Garden Contests
C.A.P. Meetings
Blueprint Classes
Spend-the-Day Parties
Grand Ole Opry
Community Christmas Tree
Ping-Pong
Checkers
Share-a-Ride
Sewing Rooms
Benefit Dances—Red Cross
Infantile Paralysis
Disabled Veterans
Sunday Schools
Worship Services
Vespers
Hymn Sings
Daily Vacation Bible Schools
Swing Shift Activities:
Dances—Popular and Square
Grand Ole Opry
Chicken Suppers
Supper-Dances
Talent Shows
Fish Suppers

Things Seen

By PEARL H. WELCH
Play Director, Bixby Park
Long Beach, California

"Because things seen are mightier than things heard. . . ."
—Alfred, Lord Tennyson

A PLAYGROUND hobby which has been extremely interesting to the director is collecting pictures which are exhibited on bulletin boards constructed for this purpose. The boards, 3′ x 4′, are made of solotex framed with wood which is painted green.

There are more than twenty-six hundred pictures in this collection, pictures of seasonal and topical interest. There are pictures of beautiful scenes in general, spring, summer, autumn, and winter scenes, night, children's and adults' winter sports, baseball, football, swimming, miscellaneous sports and games, babies, older children, young men and women, older men and women, other nationalities, animals, flowers, ships, wind and kites, rain, music, school, circus, and gardening; pictures for New Year's Day, Lincoln's Birthday, St. Patrick's Day, April First, Easter, May Day, Mothers' Day, Memorial Day, Flag Day, Fathers' Day, the Fourth of July, Halloween, Thanksgiving, and Christmas, including Madonnas, Santa Claus, trees, Christmas music, and presents.

These pictures are gathered from magazine covers, illustrations and advertising, from papers, calendars, and a variety of other sources. No magazines are safe from this director's acquisitive eye!

Most of the pictures are carefully mounted on colored paper which harmonizes with them; they are stored in labeled folders in large boxes and displayed on bulletin boards throughout the year. The light weight, portable boards are taken into the playground office at night. Not only has the director had pleasure in these pictures, but people coming to the Bixby Park playground have greatly enjoyed these exhibits which are changed frequently.

What Americans Were Reading in 1944

By OLGA M. PETERSON
Chief, Public Relations Office
American Library Association

In preparing this Annual Analysis of National Reading Trends, a questionnaire was sent to all public libraries in communities over 100,000 population, and to a representative cross section in smaller communities and in rural areas. The results of the survey, published in the February 1945 issue of the American Library Association *Bulletin*, are based on a return of seventy-one per cent.

THE AVERAGE American in 1944 wanted to read about his own personal problems first and about the war and the state of the world second, according to response to the annual questionnaire on reading trends sent by the American Library Association to public libraries in a cross section of American towns and cities. The general interest in religion and human relations which took a sharp swing upward at the beginning of the war has not slackened, although reading about the war and war heroes, highest in national interest in 1943, has dropped slightly in 1944. In compiling data from all parts of the country, the Association notes that the slackening of interest in war reading is most noticeable on the two coasts, where it was most intense in 1943, while many communities in the Middle West report steady and sometimes increasing demand for war books.

What one librarian in Cincinnati termed the "interest in self" is evident in the steady popularity of books on hobbies, farming, small independent businesses, handcrafts, and the arts, all of them lonewolf enterprises.

The most obvious change in reading interests during the year was the sudden, nation-wide drop in technical reading. In some cities the slump in demand for technical books amounted to as much as forty per cent. Many libraries attributed this condition to the gradual stabilizing of war industry. The hundreds of thousands of industrial workers who were fitting themselves for war jobs are now trained, and in the meantime industry has developed its own training methods. On the other hand, technical research in libraries continues to be steady and has received great impetus from postwar prospects for expansion.

On the whole, more people were reading in 1944 than in other war years. For the first time since the United States began to prepare for war, public libraries report that the steady drop in the circulation of books has been halted. According to the general opinion of librarians reporting, the bottom of the curve was reached in 1943, and libraries can now expect a period of steadily rising demand for home reading. The use of libraries for reference and information has never dropped and is still increasing.

Increased reading is due to many factors. Population shifts are beginning to settle. The layoff in several industries has begun. Men and women who devoted time to civilian defense and volunteer war work are now able to fit these activities into the routine of their daily lives without the sacrifice of other interests. People who were at first too distracted by war to read are now finding in war an incentive to read. Mothers with husbands away from home are reading to their children because both are lonely. Relatives of men in service are reading about strange lands where our forces are stationed. High school boys have realized that education counts in the armed services and are reading to prepare themselves for rapid promotion. The war is responsible for interests in new world markets, social services, foreign languages, politics, as well as in new ways to fix the refrigerator and entertain the baby.

Reading on Postwar

Librarians report that while the general public is only superficially interested in postwar planning and forecasts, there is a considerable demand in some areas from businessmen, club members, community planners, and students. There is a great deal of interest in postwar building of all kinds—homes, schools, public buildings. Research workers are investigating new chemicals, new technical fields, and new areas for small business. The Enoch Pratt Free Library, Baltimore, sums up the widespread impression that "international planning is of first interest to general readers, but the domestic aspects of planning are the concern of most research workers and businessmen." Over and over

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Community Swing

By PHYLISS ASHMUN
Madison, Wisconsin

IT DOESN'T TAKE a formal dress, a swank night club, and a Harry James tune to make a night of dancing complete for the thousands of Americans who are finding fun and relaxation in a revival of the dances their grandfathers and grandmothers found equally enjoyable. And it doesn't take a barn, professional caller, and old-time fiddler to do square dancing, either. A large enough room, a phonograph and records, and four interested couples are the only requirements.

"Square dancing is just for hillbillies!" you may say, looking contemptuously down your nose. But would you include university professors, lawyers, merchants, and a state senator in the "hillbilly" classification? You'd have to if you apply that tag to square dancers, for it is just such people who form the nucleus of one outstanding folk dance group in Madison, Wisconsin, as enthusiastic a set of dancers as may be found anywhere.

Interest was aroused in Madison about four years ago, after Mrs. Fred Kaeser, director of a dance studio in her home, returned from a summer course in square dancing given by Lloyd Shaw in Colorado Springs. Here, through the research of Mr. Shaw, revival of the western type of square dancing began. In 1936 a group of his dancers put on their demonstration for the play festival at Central City, Colorado, and the dances caught on immediately.

Some time before interest in the western type of dances was revived, however, a similar renewal of interest had taken place in the folk dances of the east. Elizabeth Burchenal was one of the leaders in this movement, advocating the slower, more formal dances of New England, such as the quadrille, round dances, and longways dances. Out of this revival grew the American Square Dance group, with headquarters in New York. These dances are also being promoted by Henry Ford in his Dearborn village.

In the midwest the tides of these two great revivals have met —the formal style of the east and the strenuous dances of the west. In this combination is the secret to successful community recreation in folk dancing, for it lends variety without being a program too strenuous for the "tenderfoot."

After taking Lloyd Shaw's course, Mrs. Kaeser was a confirmed square dancer. Together with a group of neighbors she organized a regular square dance circle, which met at various homes, dancing to piano music. No experienced caller was available, so members of the group did their own, learning calls from directions in Shaw's book.

From the nucleus of Mrs. Kaeser's enthusiasts, the idea spread to others throughout the city. One group was built around an assistant professor in the English department at the University of Wisconsin and his wife. This group used piano music. When war came the original group broke up, but eight couples remaining bought sets of square dance records and continued going from home to home to dance and spend a social evening.

To add a genuine atmosphere to the dances, the women made themselves long peasant dresses and the men wore plaid shirts and overalls each time they danced. At the end of the year the dancing season was topped off with an old-fashioned box social.

The recreation basement of the Congregational Church was offered the dancers as a cooler place

"Bouncing in"

in which to carry on square dancing during the summer. The group grew amazingly as enthusiasts spread the word. These church dances are now held regularly once a month the year around with an open group of seventy or eighty. A small charge is made, which enables a volunteer committee to serve punch and buy new records. All arrangements are taken care of entirely by volunteer committees, with no particular organization.

At the same time as Mrs. Kaeser took the course under Lloyd Shaw, a member of the University of Wisconsin physical education department was enrolled. The following year that department presented a demonstration of square dancing in conjunction with a university program given by John Jacobs Niles, folk singer. Folk dancing is now a part of the curriculum of the women's physical education department.

In the meantime other groups have grown up in Madison, as in other cities all over the country. The American Youth Hostel movement, the Y.M.C.A., and the Y.W.C.A. are only a few of the organizations including square dancing in their programs. The Memorial Union at the University of Wisconsin is another center for square dancing. Each Sunday evening sees some ten or twelve squares of co-eds, men, and soldiers and sailors stationed near the campus taking part in the folk games. Here there is usually piano music and sometimes fiddlers or records played over the public address system. A member of the physical education department does the calling and often there are demonstrations by experienced dance groups. Coke is served as a cooler during intermissions.

A number of the student churches at the University have also adopted square dancing as a part of their recreational programs. Records and amateur callers are the order of the day, and a continual stream of newcomers keeps the dances simple enough for beginners.

In groups like these, fun is the first consideration. The noble objective of keeping alive old American dances may be an incidental result, but for true enjoyment they should not be danced as "museum pieces."

Communities made up completely of beginners need have no fear of taking on square dancing as a recreation project, for simple steps can be easily and quickly learned. If a community is fortunate enough to have an experienced caller or leader, for the first time at least, it is off to a flying start. It is better if this person is not too professional in his approach, for he must combine the abilities of a leader and a teacher in putting across the directions in order to make it enjoyable for all.

If no one in the group has ever done any square dancing before, one of the best methods is to dance to records with calls on them. For beginners, the Victor album by Woody Woodhull is excellent because its dances are repetitive and accompanying explanations clear. Decca puts out another good album of quadrilles and an album called by Ed Durlacher. Another method is to dance to piano or fiddle music, with calls by a member of the group. Calls and directions can be picked up with the aid of Lloyd Shaw's book, "Cowboy Dances," or other books of folk dances.

For the experienced group a combination of the four basic types of American folk dances provides the most interesting and varied evening of dancing. All of them are modifications of older European dances: the quadrille, danced in square form, but slower and more formal, stemming from European court dances; the longways dances, the Virginia reel, money musk, and others of old English background; the round dances, mainly schottisches and polkas; and the cowboy square dances, done in square form with a set pattern repeated by each couple.

One New York radio station presented an hour's program of square dancing each Saturday night for a thirteen-week period. Calls and explanations were given by Ed Durlacher and leaflets of calls and descriptions of the dances were sent out in advance to persons following the dances in their own homes.

The inexhaustible number of new dances and variations of old patterns is one of the main attractions of square dancing. For each new piece of music there is a different dance, and these may be varied further by the caller's own versions of them. Because there is such a wide variety for the experienced square dancers, groups should be as homogeneous as possible, so that beginners will not keep experienced dancers from advancing to new forms.

While wartime has speeded the development of square dancing as community recreation, the postwar period will probably not see its decline, for its appeal goes deeper than merely a substitute for other activities. The war has had a tendency to increase community activities of all types, but square dancing is particularly well-adapted to community recreation and a conscious effort has been

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Use Your Building Program To Build Friends

Mr. Creighton, an architect associated with the firm of Arthur Hopkins and Associates, New York City, makes a plea for community participation in the planning of school buildings in this article, reprinted from the November, 1944, issue of *The Nation's Schools*.

By THOMAS CREIGHTON

IF OUR NEW SCHOOLS are going to be *community* schools, as they must be, their planning must be made as far as possible a community enterprise. This does not mean that every man's neighbor has to be leaning over the conference table when the school building committee and the architect discuss the program. It does mean that step by step the major decisions should be explained and publicized. Local civic organizations should know what is going on and become excited about the prospects. Local papers should carry stories of the various planning stages.

If there is a citizens' committee meeting to discuss the question of juvenile delinquency, it should know what recreational activities are receiving consideration in the school planning. If the local churches sponsor young people's discussion groups, they will be interested in talking about the vocational training aspects of the proposed school. The Mothers' Club and the Women's Club will be concerned with the provisions for health care of pupils and the eating arrangements at school.

Does this sound like complicating the planning of the school? Do you feel that there is sufficient difficulty getting agreement among the members of the building committee, without dragging in the whole neighborhood? Well, suppose it does result in some delays. Suppose it does stir up some controversies and a little "viewing with alarm." In the end, after the difficulties have been explained and ironed out, there will be an interested, comprehending, even excited citizenry ready to make full use of the new school facilities. Certainly that is better than meeting the glassy stare of the public when the doors are opened for the first time.

Features of a Modern Classroom

As an illustration of the sort of facility which can be discussed with the community, let us consider, first, the classroom itself. Most of us are agreed that the forbidding classroom, designed for the formal and parrot-like recital of lessons reluctantly prepared, is not the room we want to plan. We want to construct the modern classroom as a laboratory, with the work area, class library and movable furniture freely arranged.

The teacher's desk will be treated as a piece of casual furniture. Audio-visual instruction mediums, even television, must be planned for; the projector will be standard equipment. Gay color will enliven the dreariness which we associate with old-fashioned buildings. Exhibit cases, interchangeable pictures and charts will be added features of interest. Terrestrial and celestial globes will supplant Mercator's projection with the 25,000 mile poles.

Life will be brought into the classroom. Everything will be designed in terms of little Willie; everything will be planned to break down that resistance to instruction that has been characteristic of all little Willies through the ages. How receptive will Willie's ma be to all these innovations?

New School Makes Exciting Story

Here is an exciting story about the new postwar school to tell to the community, to the parents and to civic leaders. If all these interested persons know what you are planning to do for them and their children, they should be as impatient as you for the project to be finished. If you spring it on them, after it is completed, as something new and strange, they may resist. Why run that risk?

There are other examples of the facilities in the proposed school which might well be publicized. The auditorium, the library and the gymnasium will be designed to stimulate adult interest in programs of learning, play, and physical culture. In the planning of the auditorium there must be adequate stage facilities and dressing rooms for dramatic presentations, sufficient space to permit the gathering of groups for pageants and folk dancing,

room for screens, sound equipment, toilet facilities, cloak rooms. If the people of the community are to view these things with favor, and as their links to the school, instead of as careless extravagancies, they should understand now what you are about in planning them.

Music will play a large role in the school design. Space must be provided for school singing, band, and orchestra rehearsal and perhaps for instrument instruction. You may be planning for a music library, instrument storage space, rooms for teaching the theory and appreciation of music, a musical director's office. Do you visualize these provisions as a boon to adult as well as child musical guidance? If so, you had better let the people know what you plan for them.

Your school library will probably be centrally located. The usual humble resting place for books will be replaced by a working laboratory for the English and social science departments, with their living subjects of current events, speech, dramatics and journalism. The library, serving as the center of distribution for reference matter, maps, charts, pictures, even films, will extend to all the different school departments. You may be planning a periodical room or a laboratory of current events. These enlarged library functions will need explaining to the public which can be done during the planning period better than after the school has opened.

The gymnasium in the new school will be more than a covered playground. The war draft procedure has disclosed certain flaws in the physical condition of our youth. Physical education must become more concerned with the individual, seeking correction and improvement of physical defects. You will plan areas for segregated group play, such as basketball, baseball, volley ball. You will want a swimming pool. There should be recreation rooms for the faculty. And then you will be considering the school's obligation to the adults of the neighborhood in providing facilities for the correction of obesity and underweight, for the relief of such conditions as workers' fatigue and sedentary degeneration.

Depending on its location, your school's outdoor playground may include not only playing fields, but also water areas, picnic grounds and sections for nature craft and gardens. These activities may be coordinated with the community "green" spots, the parks and playgrounds which planners now realize to be a necessary part of large housing developments. You may need field houses and spectators' seats. Perhaps the installation of floodlights will encourage community use of playgrounds and athletic fields. Another link may be welded between the school and the neighborhood if this part of the planning becomes a community enterprise or at least a matter of community interest. By pointing out the benefits to the children and their parents, the school will be seen to be contributing more than ever to community living.

The school lunchroom will be moved up from the basement to a place where it will receive the maximum benefits from sunshine and fresh air and be accessible to the outdoor playground. It will invite complete relaxation by an informal arrangement of tables and seats, by tasteful pictures and murals. Here, then, is another community and family service the new school will perform. Let the school brag about it and develop interest among parents in what it is planning to do. Let it be known that good food will be served, that good table manners will be inculcated, that mealtime will become for the children a means of promoting social intercourse and a time of enjoyment.

To meet the needs of an expanded health improvement program, you will plan for a school health center. There will be examination and treatment rooms for the use of doctors, dentists, nurses and even psychologists and psychiatrists. There will be a consultation room, a rest room, perhaps a sleeping room for the day nursery children. The community reaction to this part of the new schoolhouse may be one of distrust and skepticism but, if you get

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"The professional journals have devoted a gratifying amount of space to discussion of the planning of postwar schools. Educators, administrators, and architects with a progessive attitude are fairly well agreed on the form the new school plant will take. They stress the need for audio-visual education spaces, increased facilities for vocational training, flexible planning for dual room use, closer relationship between outdoor and indoor activities, further emphasis on health care, recreation, adult education.

"The list goes on and on, and as it unfolds it adds constantly more evidence to one fact, namely, that the success of the new school program will depend on full community understanding and participation. This means that John Jones and Pat Murphy and Sadie Nussbaum must know what our school planners are about. In most cases they don't have the slightest idea."

To Serve the Community Purpose

By PORTER BUTTS
Director, Memorial Union
University of Wisconsin

THE MAIN TASK of the war, and the task of the peace, in broadest terms is to achieve a better world, in which men can live and work together peacefully and fruitfully. This achievement is an individual and a world task. But above all it is a community task. Only a community is both large enough and small enough to assert a pattern of fruitful living which influences deeply the individual citizen and to forge the common will to have the kind of world we want.

But so often in this century the community has been impotent to do these things because the community itself has been shattered. Mass production industry has built great populations but deprived the people of the communal and creative life which human beings need. The dispersive influence of the automobile, the telephone, and the radio all have hastened the disintegration of community life. People have been separated from responsibilties for the general welfare and left untouched by any community purpose.

The Wisconsin Union of the University of Wisconsin was built as a memorial to the men from that university who fought in the First World War. Its program, under the direction of Porter Butts, a portion of whose annual report for 1944 is here reprinted, is designed to "accommodate and encourage recreation interests of all students." Music and art crafts, and hobbies, drama, motion pictures and games, dancing and other social affairs, outings and informal outdoor sports, forums and discussions make up its manysided offerings to the members of the university community. Perhaps the greatest testimonial to the Union's success is the fact that from 8,000 to 12,000 people used its facilities every day during the past year.

So, if the community is to play its part in the building of a better world it must first of all be a true community. And as a starting point it needs to be sure there is a focus, a home, for its community life—in short, a community center.

Community Center Historically

The community center is not a new idea and its contributions to the good life are not theoretical. We need only to recall that it was on the acropolis of the Greek city that men discussed and matured their civic and ethical ideas; that the Roman forum was the vitalizing center of the Roman republic and later of a world empire; that in the church and its square in the medieval town every person shared in the pageantry and neighborliness and spiritual dedication of the age; and that in the town meeting houses our early American villages found the focus of much of our own democratic community life.

These were not necessarily governmental civic centers. It is especially instructive for us who are searching for the thing that serves the community purpose best that they were centers where people employed their leisure hours.

Greek towns selected convenient sites outside the town for sports fields, later erecting theaters and gymnasia on the same sites. These buildings came to serve as meeting places, even as universities, the whole forming a social and cultural center.

The Roman town was deliberately planned from the beginning to include a recreation center, with the forum and theater often placed at the center of the plan.

In the medieval town all is centered on the church and its square. The church is the shrine and the theater. Sometimes, as at Salzburg, the church facade, indeed, forms the backdrop for open air plays in the square.

Toward an Art of Living

Rarely were these centers of the town life confined to one activity. They remained community centers because they served a diversity of interests.

The seventeenth century English tavern and eighteenth century pleasure garden also provided comparatively fully for the free time activities of the people who frequented them: theater, dance hall, restaurant, music hall, concerts, the pub, and social clubs.

In the pleasure gardens of eighteenth century London, the same building which saw the first performance of a Greek play or a personal appearance of Mozart also served as a breakfast room, a fashionable promenade, or the setting for a masquerade. In the surrounding gardens popular and cultural entertainment were successfully com-

(Continued on page 328)

Why Not Give an Art Exhibit

By RUTH BYRNE LOCKWOOD
Los Angeles, California

"CHAWMING affair—really chawming," said the prosperous couple. "When will the next one be?"

"I didn't know there was so much talent in the community —"

"Junior, study the pictures well!"

"When I get old and can't do anything else, then I'll learn to paint."

And the little old lady chimed in, "— So many pretty things. I don't know when I've been so happy."

We heard these comments, some amusing, some heart-warming, but all indicative of an intense interest, at the art exhibit we gave recently in Baldwin Hills Village, a six hundred apartment community in suburban Los Angeles.

Why don't you give an art exhibit, too? You'll never know how many of your neighbors are artists or artisans by hobby until you start rounding up material for your exhibit. Young Mrs. Brown, just out of college, will show you her oil paintings proudly. Mrs. Jones will bring forth modestly the tooled leather and ceramics that she learned to make in night school, and old Mr. Thwaite will offer shyly the very good "worthless junk" that he's been secretly painting for years in his attic. Maybe you will even run across an ex-commercial artist who does fine arts for his own amusement, or, if you're very lucky, a professional portraitist or landscape painter.

Your group will start by making plans and appointing committees—refreshments, publicity, collectors of materials, and any others that you might need. Plan to have all committees join in setting up the exhibit itself.

Several weeks ahead it's well to put a notice in the community paper asking for exhibits, and telephone everyone you know who does any art work, asking them to help in finding still others. A week before the show you can take a tour in person, asking to see the material to be exhibited, helping to make choices, and urging the exhibitors to be ready on time.

This is the time to put your final notice in the local paper, and in those of nearby communities. And this is the time to make posters, preferably kidding yourselves (with titles such as *Oh, boy, pitchurs!* or *The Aht Group invites you*—) and put them up in every conceivable and inconceivable place. And from this time on, every one must constitute himself a publicity agent, stopping friends and strangers alike, enthusiastically urging attendance.

The day before the show, get everything in readiness: sort exhibits that are brought in, and collect those that won't get there by themselves. Have someone type (in large print) 3″ x 5″ white cards with the name of the picture or article, and the exhibitor's name, and keep them in readiness. Provide thumbtacks, nails, wire, string, hammer, jackknife, pencils, erasers, and pins, in readiness for hanging the pictures. We were not allowed to display on the walls of our clubhouse so we borrowed easels from friends and an accommodating art store. You might find it desirable to make stands or racks from discarded lumber or from screens.

On the morning of the great day everyone will (of course) come bright and early to work. They'd better, or you won't get ready by the appointed time!

Our exhibit consisted of a row each of watercolors and oils on opposite sides of the big clubroom and a display of unframed sketches and beginners' work on up-ended ping-pong tables backed by hanging textiles at one end. (The tea table was at the other end.) On tables in the middle we put ceramics, sculpture, wood carvings, leather work, and hand painted luncheon sets, accompanied by *Please do not touch* signs. We placed plenty of standing ash trays in strategic spots.

We were fortunate enough to have our refreshments (tea and cookies) paid for by the Villagers Association, but you might charge a small exhibitors' fee to cover such expenses. However, there should be little expense if you use your heads and beg and borrow everything.

At last the great moment will come, and if you're as pleasantly surprised as we were, people will come literally flocking in at three on the bright Sunday afternoon, and keep on coming until six o'clock, when you must, in desperation, lock the doors to start tearing down the exhibit. You can

(Continued on page 327)

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WORLD AT PLAY

For the Family

THE P.T.A. of Oakland County, Michigan, believes that the family can play together as well as live under the same roof. At one school no youngster under fourteen may go to the P.T.A.-sponsored dances (held twice each week) unless his parents go along too. The dances are becoming more and more popular with both age groups. Another well-liked activity are cooperative family dinners. Families gather for them at various schools, where community singing is the special attraction.

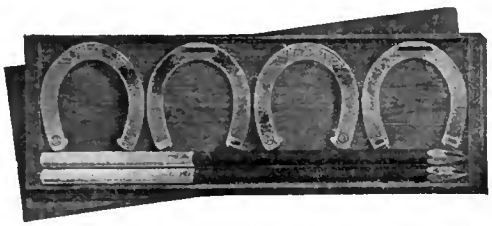
Tallahassee Experiments

THE City of Tallahassee, Florida, has launched an interesting recreation program. The Superintendent of Recreation, recently appointed, is to direct recreation at the College and will use the city, community playgrounds and youth center as a laboratory for her students. Thus the community will have the benefit of the services of these students, and they will receive valuable experience in this plan of in-service training.

Cooperative Planning

THE Los Angeles, California, Board of Education and the City Housing Authority have worked out a plan whereby school recreation personnel will work in Housing Authority play areas. At Aliso Village the school board has been granted the right to use the community hall and kitchen, a large patio adjacent to the Administration Building, as well as approximately fifty small play areas. The school board will furnish leadership for a general community recreation program. Equipment, repairs, and maintenance will be the responsibility of the Housing Authority.

Plans are under way for a similar program at two other housing units.



They'll Want Diamond Shoes!

FELLOWS who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

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Diamond Super Ringer Shoes
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Diamond Stakes and
Official Horseshoe Courts

DIAMOND CALK HORSESHOE CO.
4610 Grand Ave., Duluth, Minn.

United Nations Programs — The Program Services Division of USO, Inc., has issued an attractive booklet prepared by Matthew Penn and Harry D. Edgren which suggests a number of programs based on customs and folk lore of our Allies. These programs are designed to provide interesting and varied themes for USO club programs. Valuable source material is given.

Music in the Air—The Recreation Commission of Ossining, New York, believes in the importance of music to the community. Eleven years ago the Commission inaugurated the Ossining Music Guild. The Guild, currently under the leadership of George B. Hubbard, formerly professor at the Julliard School of Music, concluded its 1944-45 season with a production of *The Chimes of Normandy*.

A Negro Choral Unit gave its first annual concert of Negro spirituals on May 20, 1945. The unit is composed of two groups—sixty-four "juniors" and thirty-four "seniors"—who sing under the leadership of Professor Furman F. Fordham.

Barracks to Bathhouse

(Continued from page 292)

The sections were rebuilt in the shape of a cross. The building now provides storage space and dressing rooms for men and women at its two ends. The center section contains a spacious lobby. Here, too, will be a snack bar and refreshment tables under windows that look towards the sea. An open porch runs across the front of the building. Future plans call for landscaping the land side of the building, for improving the beach, and for installing two floats for low and high diving.

The second building was divided also into four parts. Half of it was made into an office for the Park and Recreation Department. It housed, in addition, the Department's store room, shop, and garage. Of the two remaining quarter sections one was broken up to be used in repairing and supplementing the other building. The last fifty foot section is being held in reserve against possible future needs.

So ends the saga of the barracks building that became a bathhouse and an office. The tale of cooperation between the Federal government and the city of South Portland has another chapter. South Portland's community center is located in a federally-owned building which comes under the jurisdiction of the Housing Project. The project provides — in addition to the building — heat, light, furniture, and some equipment. The city takes care of the program, supervision, other supplies and equipment. The project representative and the department superintendent sit down together once a week to talk over the whole set-up and iron out any difficulties.

The center is open five afternoons a week for children from six to thirteen years and six evenings a week for older boys and girls and adults. The program includes active and quiet games, art and crafts, community singing, music and dancing, dramatics and movies. The teen-age club meets each Saturday night. Parties and festivities for special days are highlights of the program. Boys and girls, as well as adults, have a hand in building the program, for among the youngsters the Department organized two councils. The Youth Council is composed of seven boys and seven girls of high school age from seven sections of the city. The Junior Council is made up of boys and girls from each of South Portland's grammar schools. Both councils meet periodically with the Superintendent of Recreation and Parks to discuss the progress and procedure of the program.

The people of South Portland, young and old, the officials of schools and other city departments, the Council, the City Manager, the members of the Recreation and Park Commission are all solidly behind the recreation program. The first eight months showed a good beginning. The second year bids fair to be even bigger and even better.

What Americans Were Reading in 1944

(Continued from page 310)

again librarians emphasize the demand for information on prospects for small, independent businesses.

Publishers have done a good job of meeting public demand for books on the postwar period, librarians feel. Asked for the title of one outstanding book of general interest, they voted three to one for Sumner Welles' *Time for Decision.* Runners-up were *When Johnny Comes Marching Home* by Dixon Wecter and *The Veteran Comes Back* by W. W. Waller.

The veterans themselves are already showing some concern for their future. In Newark the library receives almost daily requests from servicemen and veterans for information on the G.I. Bill of Rights. Smaller cities and towns report that inquiries are only just beginning but that the present number of interested parents and wives indicates that very many demobilized servicemen will want to take advantage of government educational opportunities. One librarian comments that "Young people seem to be considering the future with unusual forethought." A high school student in Wisconsin inquired at the local library to discover whether it was to his advantage to enlist upon graduation or wait until he was drafted. Many men overseas are writing back to their public libraries for information about jobs. One soldier in Alaska is studying for his law degree. Another in New Guinea is preparing for a job as a railway station agent. They write from all theaters of war; they visit libraries in person and send their relatives; and while many are interested in working toward a college degree, most of them want to train for vocations, such as banking, blueprinting, frog raising, commercial fishing, surgery, and television.

Demobilization and Rehabilitation

Libraries report intensive planning for demobilization and rehabilitation. Library directors pointed out that counseling on jobs and personal problems will not be handled by libraries but that related reading, which has already begun, will be encouraged by agencies responsible for counseling.

Many librarians are concerned about the lack of general awareness of the readjustment problems which veterans and their families must face. Club study groups, teachers, and clergymen are reading about the probable difficulties ahead, but, on the whole, families and individuals are not seeking help from books. Librarians believe this is partly due to the fact that books which have been published are heavy going for the average reader. They urge the publication of easily readable pamphlets and novels which deal realistically with the psychological problems of veterans.

Know Your Places to Play

(Continued from page 285)

the temptation to stop and have a look. For a week the crowds jammed the corner.

In the corner window of one of the big downtown department stores a backdrop of crayon drawings showed various park activities, bore the campaign legend and slogan, "Open House Week in all recreation centers under the direction of the Bureau of Parks and Public Recreation, February 18-24." Posters within easy reading distance of the sidewalk listed the play centers which served different sections of the city. Placards identified the group making the live picture. The directors in charge of the groups made frequent announcements about the activities available at the centers they represented. Sound equipment carried the singing, or music, or conversation that went on inside the window.

Strangely, the children taking part in the window programs were not at all self-conscious. Kindergarten in two-hour periods is an important phase of the Park Bureau's wartime programming in Portland. Some of these kindergarten groups with their teachers were transported to the window stage for their usual "school period" mornings and afternoons through the week. These little tots were totally unconscious of an audience. New toys, borrowed from the store's stocks, were gleefully embraced, and the usual kindergarten routine of singing, rhythms, and simple craft work held the audiences outside the windows as absorbed and entertained as the groups inside the windows seemed to be.

Even more entertaining were the features of

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ATHLETIC EQUIPMENT
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Top value, modern design, stylish, wear-resisting. An extra . . . Rawlings masterful workmanship!
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the Saturday revue. Two attractive youngsters demonstrated the "How to Swim" talk given by their instructor—supported by benches instead of water. Other demonstrations in explanation of talks by the directors in charge were on "The Art of Self Defense," "Physical Fitness," "Dancing," "Archery," "Games," "Arts and Crafts." A grand finale was given the day's and the week's window show in a presentation of the Park Bureau's caravan vaudeville, a pot-pourri of dancing, singing, acrobatics, baton twirling, and other stunts.

The store officials denied that the week's comings and goings of different groups of children and play directors was a "headache." That helped ease the group conscience of the Park Bureau staff! It is to be hoped the store employees and officials who gave gracious and frequent cooperation throughout the campaign week are somewhat repaid by a smug feeling of satisfaction shared by members of the Park Bureau and Junior Chamber of Commerce committees, that they have had part in a program that most certainly may come under the heading of a fine public service!

Let's Play Together

(Continued from page 296)

ment before and return it after the program
Obtain and set up a public address system
Provide a leader for the Songfest
Help with the scoring
Arrange for newspaper coverage
Get the Red Cross to set up a First Aid Tent
Provide general supervision
Furnish color team arm bands

Each participating community arranged its own color teams, eight teams of equal ability from the boys and from the girls in each grade. Each community contributed $2.00 to buy ice cream which would be distributed "for free" to the boys and girls taking part in the activities. Each child would bring his own box lunch and drinks.

The Program

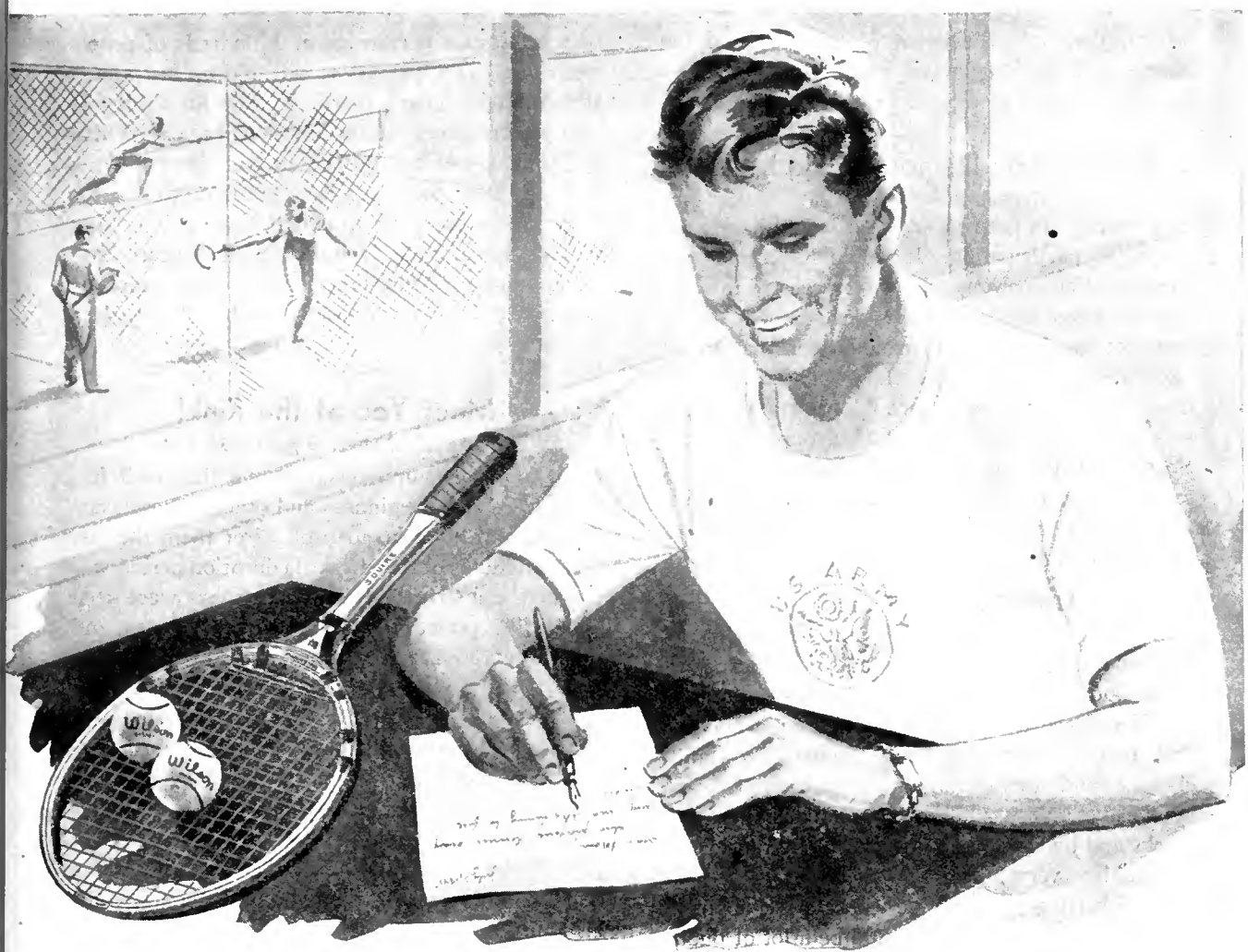
The day dawned clear and hot. By 10 A.M. all the children were on hand, seated in the bleachers, and wearing appropriate arm bands. The organization chairman had posted each of his assistants, had given final instructions, answered last minute questions. Promptly at 10 the program started and proceeded in order to its appointed end as follows:

Salute to the Flag; *The Star-Spangled Banner;* welcome and announcements
Rotating athletic contests and relays between color teams
Lunch
Play day Songfest
Softball—four games for boys and four games for girls
Announcement of scores for the whole play day
Swimming

The day went off without a hitch or an accident. It was a never-to-be-forgotten sight—500 boys and girls participating at different spots on the field, each group at a different activity. As each group finished an activity its members sat down upon the playfield waiting and eager to go on to the next activity. The waiting period was never over three minutes. On signal all groups rotated counterclockwise fashion to a new experience in the day's recreation.

Looking Backward—and Forward

The children had a happy day. They are eager for a 1945 play day. Parents are still talking about the occasion. Directors were amazed to see the program really running itself—amazed that they had as much fun as the youngsters. There had been work, yes; organization, yes; planning, yes;



"I'm playing tennis every day and beginning to feel swell"

Where is the new Wilson tennis racket you'd like to have? Chances are it's right where this illustration suggests —helping some swell kid to get back on an even keel.

That is where most of the new Wilson rackets are going these days; to the great Athletic Program that is helping the boys who are still in Europe and the South Pacific to keep fit and occupied. Also to rest camps, convalescent hospitals and rehabilitation centers.

So keep your present racket in good condition. Have it restrung with fine Wilson gut. Keep it in a press and in a cover. As materials and labor become available in quantity there will be plenty of fine new Wilson Tennis Rackets for all. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

★ ★ ★

MEMBER: *The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.*

★ ★ ★

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

IT'S WILSON TODAY IN SPORTS EQUIPMENT

worry, yes, but "the proof of the pie is in the eating" and the Ridgewood Inter-community Play Day was a swell pie.

Choral Art: Democracy in Music

(Continued from page 288)

nity chorus. In the first place, it would have a lot of people participating. It would have some activity to offer everyone who was interested in singing, whatever the level of his development or the focus of his interest. It would offer that to all ages, races, and religions. It would be a dozen choruses within one. It would have a madrigal society, a popular-song "scat" group, a "Bach Society," a folk-song and ballad-singers' group, a sacred choir, a men's glee club, a women's chorus, a beginners' choir, a "professionals'" choir. It would have a *lot* of people— hundreds.

Discovery, Performance

In the second place, a community chorus would take upon itself the discovery and performance of music indigenous to its locale and its nation. It would explore the folk music of its area and see that much music was made available to other choruses and other communities. It would encourage local composing talent by performance of new works and by commissioning of worthy musicians. It would be very much concerned with America's musical heritage, and people would know about it.

In the third place there would be a lot of public performances, because that would be some measure of the contribution of the chorus to the community. It would appear with bands, orchestras, and dance groups. It would appear at rallies, benefits, community services, and its own regular concert series. It would exist to serve, not to inbreed.

Educational Program

In the fourth place, it would have a solid educational program for its members. It would have classes in the fundamentals of musicianship: sight reading, theory, history, and aesthetics. While choirs may be built of amateurs, there is no reason for them to be or remain ignorant amateurs. People have a right to know how.

Which leads into a rather homely fifth, and finally, to the effect that excellence of performance should mark the program of a community chorus. That sounds pretty obvious, and maybe I ought to cloud the issue a bit. What I mean is that the payoff in music is the performance, and God loves a winner (page the Parable of the Talents). Music is a hard master, and good music won't stand halfway or phoney performance. Hundreds of people and dozens of appearances will fold up fast unless they deliver. That's the fifth. The final thing is that performances can be dull as well as bad. There is little excuse for the latter and none for the former. After the first year there is no excuse for either. The great sin in choral singing is to sing without spirit. Song is drama. Song is heart. And a community chorus should have a great heart.

—Reprinted by permission from *Music Publishers' Journal*, May-June 1945.

Meet You at the Rink!

(Continued from page 293)

clean fun. Of course, even among the small fry, there were some beginners and others whose skating was not quite up to snuff. For them the last fifteen minutes of the physical education period was devoted to instruction. The youngsters were keen about this period because they could learn and practice without fear of being kidded by their more proficient friends.

Unfortunately $3.00 a pair for enough skates to supply the demand isn't "small change." This problem was solved by charging a nominal fee (from two to five cents) for periods and parties. It didn't take long—even at that small sum in charges—to pay off the original bill, and as soon as that was taken care of the fees were discontinued.

A Community Program

This was all very fine as far as it went. But as the word of skating fun spread around, more and more young people were begging for skates to wear and a time and place to wear them. They were also begging for other forms of recreation; for dancing and table tennis and general play activities. So a citizen's committee of school patrons and teachers was formed. They raised money from the community for an eight week experimental program to be held one night a week.

Each Wednesday night from six to seven-thirty was given over to youngsters from grades one to six. When they left, Junior and Senior High Schoolers took over until ten. They skated and danced and played games, according to their several inclinations. The main trouble was — not enough skates. So a time limit was set on all skating, and each boy and girl had a chance to skate at least once each evening. So successful was the program that it was enlarged for the 1944-45 school term, and more skates will be purchased as soon as government regulations permit.

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Where Can a Girl Climb a Tree?

(Continued from page 284)

Would it not be well, on the edge of town, in some of your park areas, to leave, say two acres, and to plow it and plant it with daisies and buttercups and black-eyed Susans, and then put a board fence around it, a tight fence with knot-holes here and there, so that children looking through the holes would long to be inside. This fence should have no gate, but instead a hole near the bottom somewhere — a hole that looks as if someone had broken the boards — not too large and not too small a hole, but one just right—a hole that one could feel happy about crawling through without leaving a piece of garment behind. I can very well imagine that a child getting in and out of the hole without tearing his breeches and carrying home a handful of daisies would feel that he had had a successful day.

"Well," you say, "the children will tear the grass out by the roots and soon there won't be any field." To this, I say, "Oh yes there will, because next spring we will repeat the process of planting and preparation and go through it all over again." Surely you would not object to paying for this, for do you not pay the Fish and Game Commission to stock the streams and lakes with lovely trout just so that you can yank them out again—sometimes just a few days after stocking? Do you not demand that this be done year after year? You see, I am sure, what I mean. We arrange parks of beauty for a feast for our eyes and stock our streams with trout for the joy of catching them, but we completely overlook the possibility of leaving behind a few of the joys which to us are no longer important, but which to children are life indeed.

I had a very pleasant experience and a nice surprise a few days ago while out on an inspection tour with the officers and staff of the Palisades Interstate Park Commission. We were riding along one of the highways in the park that wound its way down the Palisades and presently we found ourselves almost on the level of the Hudson River. We were looking at a lovely piece of meadow, a nice prospect for the eye. The President of the Commission said that the Commission had recently acquired this meadow—some eighty acres of it, I think. I asked, "What are you going to do with it?" "Let it grow wild, just as it is," was his reply. "Thank goodness for that," I said. "It is a nice piece of meadow and I am glad to know that you are going to allow it to remain and take care of it as it is, so that others may enjoy it."

On the opposite side of the meadow and running at right angles to the shore was a spit of land with deep water and the customary fishing shacks alongside. "It is too bad," said one of the group, "that we have to submit to those shacks. They are anything but pretty." "Not at all," said I, "they furnish atmosphere; just what one would expect to find at a spot like this. Besides, I know some people who travel all the way to Provincetown each year just to find and paint pictures of places like these." And so I was very happy to know that they did not intend to do anything about the meadow and could do nothing about the shacks.

Now I would have you understand that I do know the value of the parks which you have built and do recognize their formal beauty. I know we should have parks. There are many places in our cities where we might have more of them. Triangles at street intersections offer an opportunity for beautification and some benches where the weary may rest. Parks are essential. They beautify. They offer prospects for the eye, space for air, and a little green where all is bleak and grim and given over to utility and to business. So I say keep up your good work and build your parks, but build them in places of need and with discernment. And, above all, leave a place where a child can freely pick a daisy and a girl can climb a tree.

Neighborhoods of Tomorrow

(Continued from page 287)

exists in varying forms. In Dallas, Los Angeles, New York, Pittsburgh, in Radburn, New Jersey, and Greenbelt, Maryland, in Welwyn and Manchester, England, in Lima, Bogota and Buenos Aires it is a tested reality. But for San Jose the residential area that has a large, central recreation space, restricted traffic, shopping center, and other carefully planned features is still a dream that can be achieved—after the war. That is why it is for us, the 'Neighborhood of Tomorrow.'

"The future is now aborning. Local owners of tracts of land, large-scale builders, realty men and others are thinking of new developments. Blueprints are being prepared. An expanded community is in the making. The opportunity to create something new and better is at hand. Some day, too, there will be an opportunity to rebuild certain areas of the city in which from one-third to two-fifths of the dwellings are already badly run down.

What do people want and what do they not want in home surroundings? What do they worry about? What do they long for?

"San Joseans worry about the same things that people in other cities worry about: juvenile delinquency, children playing in the street, hit-run driving, lack of exercise, the increase in heart diseases, the decline in church attendance, the inconveniences of shopping, the drop in property values that the future may bring, and the noise of trucks on residential streets. They don't like neighborhoods that lack playgrounds, have inadequate shopping facilities, and are bisected by dangerous traffic arteries.

"They long for the same things that people everywhere long for: a safe, near-by place for the children to play, a swim on a hot day, opportunity to 'get together' often with friends, a pleasant view, quiet, protection against neighborhood deterioration, less wear and tear in their daily lives, a greater sense of freedom and security.

"A planned neighborhood isn't the answer to all of life's problems. But it can simplify daily living and contribute richly to the happiness of the entire family. Shopping becomes a matter of only a few minutes when all the supplies and services required for day-to-day living are available in one place. Spiritual needs are better served when the church is near-by. There is less juvenile delinquency where recreational facilities for children and young people are ample and easily accessible, and where qualified leaders are on hand to direct leisure-time activities. Family life goes more smoothly and fewer people have mental and physical ills where there are opportunities for adults to relax in pleasant surroundings after the day's work, to get some fun and exercise on the playfield, and to meet informally at the neighborhood clubhouse for dancing, singing, dramatics, or stimulating discussion."

One Man's Meat

(Continued from page 305)

else has gone out of the room leaving you to hide something.

You go out for a sociable evening and find that there is no conversation, repeated choosing of sides, many whisperings, and long silences while everybody thinks. You may as well face it: you can give up or give.

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Education's New Obligations

(Continued from page 286)

is to advise on policies, to encourage attendance, to promote special events. Volunteer workers from among the citizenry, housewives and teachers and college students and high school graduates, augment the professional staff.

Funds for the program are provided by Federal grant, by the county and the city, by the Community Chest, and by community organizations. The annual budget is $21,120.

The spirits of Benjamin Symes and John Eaton must surely look benignly upon this continuation of their plan for the people of Elizabeth City County; upon the twentieth century use for a gift of 700 acres of ground. "The milk and increase of eight cows" has long since ceased "to maintain a learned and honest man" in operating a free school. But other learned and honest citizens—both men and women—are treading in the footsteps of that first teacher in the free school of Elizabeth City County, and the Symes-Eaton Academy continues to house the labors and the plans that make for fuller living for all the people.

Boys and Girls Together

(Continued from page 299)

The campfire period was one of the day's highlights. Another was swimming, especially the late afternoon period. The group was divided into waders, splashers, and swimmers. Given two weeks with any child going to the camp as a non-swimmer, the waterfront director and his counselor assistants made a fairly good swimmer of him. Careful instruction was given during the morning swim period, and in the general period there was supervision aimed at improving the lessons learned earlier in the day.

But swimming wasn't the only water sport. Boating and canoeing were allowed, with close supervision. Proper rowing and paddling and other details of the handling of boats and canoes were carefully taught. When the children left camp they had developed skills in water and other sports, handcrafts and arts, and in outdoor life in general.

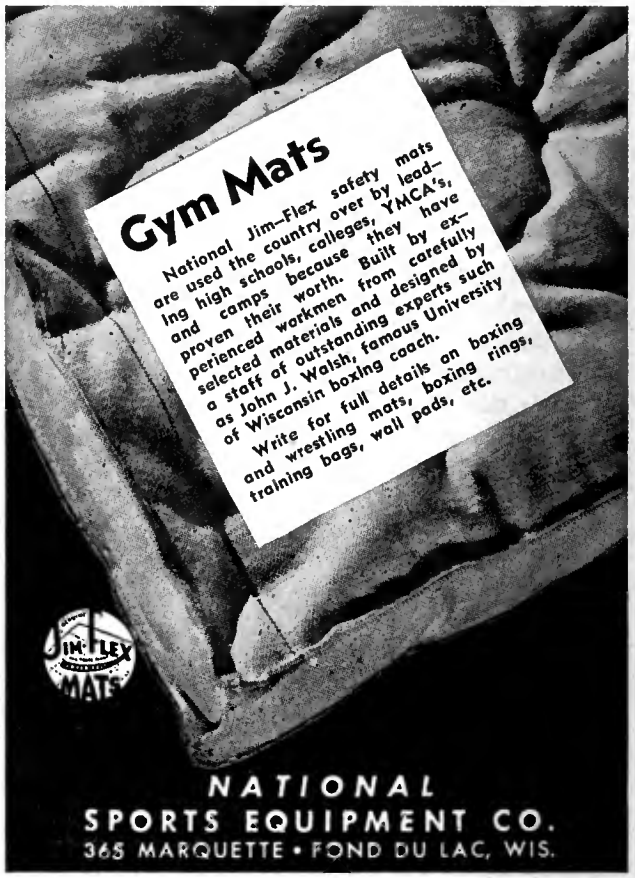
The Facilities

At St. Mary's the boys and girls live and work and play in a camp which is ideal. The site comprises twenty-three acres, with part of its lake frontage a sandy beach which is perfect for swimming. It is located on hilly, wooded land with its large main (administration) building, a brick structure, perched high on a hill overlooking the lake.

The main building is laid out on friendly, rambling lines. It has a large dining room and modern kitchen, a library supplied with the best of children's books from the W. K. Kellogg Foundation library, a large workroom where the arts and crafts are taught and practiced, rooms for counselors, and a wide veranda looking down on the lake.

On the hillsides surrounding the main building are eight attractive cabins, modern and well insulated, suitable for winter as well as summer use. The windows may be flung wide open so that the children may sleep practically out of doors. Each of the cabins is made up of three or four units, each unit accommodating seven children and a junior counselor. A senior counselor is in charge of each cabin as a whole.

This year the operation of the camp is somewhat in the nature of an experiment as a community venture in financing. We hope eventually to be able to turn the St. Mary's Lake Camp into a community project, entirely self-supporting, or supported in part by fees and in part by contributions from the community in one form or another.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The extent of community cooperation and interest in the camp project thus far is shown in the directorship. The director of civic recreation for Battle Creek, has been given permission by the city commission to act as general director of St. Mary's Lake Camp. The camp association's board of directors and officers are a cross-section of the business and professional people of Calhoun County.

Winter Camping

Another development at the camp began in October 1944 when a school-year camping program was undertaken by the public schools of Calhoun County. About forty boys and girls of the fifth and sixth grades attended each two-week period. They learned science through field trips, mathematics through operating their own camp store and post office and figuring quantities of food for meals, reading and literature through story hours, and physical education through sports such as skiing, tobogganing and fishing. During the year the State Legislature passed a bill making it legal for the public schools to appropriate funds for the support of camping education. Plans for 1945 include the same program with the addition of more children per period and a trained staff.

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Recreation for Older People

(Continued from page 290)

available, it should easily be possible to plan debates and lectures by, as well as for, the aged, smoke talks, "old-timers nights," cards, chess, checkers and like games, picnics, carnivals, barbecues, festivals, theater parties, cinematic showings, dramatic presentations. It should be possible to enlist commercial interests to provide occasional free talkies at the center or at theaters, and (after the war) free bus and boat trips, annual banquets and like events. Fraternal organizations could be solicited for occasional projects by special groups. There could well be made available kits for sewing bees for the ladies, and simple materials for men who care to whittle, practice gardening, engage in philately. There could be public forums, "round tables," essay contests, and similar appointments for the more intellectual. There might well be competitive teams formed along the various lines, and the incentive of prizes need not be overlooked. Surely the creation and staffing of such centers might well constitute a part of postwar planning.

Needless to say, a program of public recreation for the aged will be worth while only if administered by sincere, efficient, understanding personnel. It could, it seems to us, prove immensely enlightening and constructive. . . . In any event, we are in favor of stimulating thinking and rethinking on this subject. This is not meant to be the last word, but merely a first.

Why Not Give an Art Exhibit

(Continued from page 316)

count on at least four guests for every exhibitor, and if your publicity work has been thorough, many outsiders. You may even sell some work and get commissions for others—we did. At any rate, the happiness you will have created, both for exhibitors and for audience, and the new field of recreation which you will have opened for many people will warm your hearts and give you courage to plan an exhibit again.

To Serve the Community Purpose

(Continued from page 315)

bined in a fireworks display of Mt. Etna in eruption, accompanied by the music of Gluck, Haydn, and Handel.

The earlier town centers and the English tavern and the pleasure garden had the special virtue of drawing people into close contact with each other, and often into participation in the entertainment provided.

In our contemporary world of specialized commercial entertainment and single purpose cultural activity it is this element of intimacy, participation, social interchange, and communal feeling that is particularly lacking.

And as each activity withdraws into a building of its own, isolating itself from others—which is largely what has happened—all sense of the interrelationships of the social and cultural life is lost and at no point, really, do all members of a community have the occasion or the inducement or the pleasure of coming together, except as they pass each other on the sidewalks of our Main Streets.

This need not happen. At the University of Wisconsin, for instance, it has not been allowed to happen. In the Memorial Union there have been brought together in one place dining rooms and meeting rooms, game facilities and social halls, library, art workrooms and galleries, theater and concert hall—all forming a great social-cultural heart out of which flow the currents which inform the life of the community with dignity and meaning. Here in the Union are forged a common will and common purpose.

The presence of the building structure by itself doesn't do these things. People need to be present —many people, trying it all out. In any day many thousands of people pass through the Union. They are not just marching through, as through a railway station or down State Street. Each day they sit at dining tables and hammer out their personal and group views and conclusions; meet in rooms to lay out courses of common action; listen to good music; read in the library; see the world we live in through motion pictures; feel the inspiration of common thought proceeding from a speaker or a play; design and build in the craft shops and stage shop, thus learning the satisfaction of personal creation; look into the mirror of past cultures and of our own on the art gallery walls; discover that prejudiced feelings about race and religion dissolve on a ski trip or around a game table or in a committee that does things together; form appreciations and learn techniques of doing things that can be applied for a lifetime.

This is the way people can find new satisfactions in life. Wisconsin's Memorial Union has proved and is proving the values that come from a community center.

Substance of Things Hoped For

(Continued from page 298)

By this time several organizations in the community had become interested and were offering their services. The Grange, which is the largest and most active of these, offered to help finance the cabin provided they might use it as a Grange Hall. Their first contribution of $200 went to pay for the chimney which was the most expensive single item.

Came the War

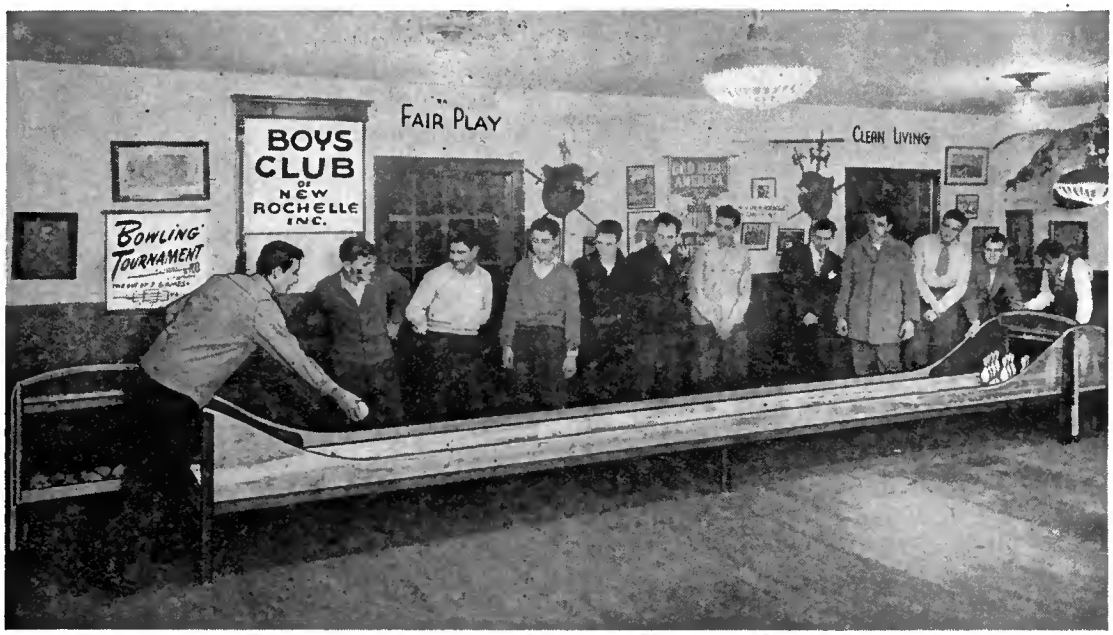
Unfortunately the war broke out before the cabin was completed. It lacked floor, wiring, water, and some inside partitions necessary to provide rest rooms and kitchen. The young teacher who had been its inspiration went to the army. Class members felt rudderless for a time and think they wasted most of their sophomore year so far as the project was concerned. But it had become too much a part of them to make it possible to give up what they had begun. They found their direction, developed their own leaders, and carried on.

The war made it difficult to get materials for wiring and plumbing. The community needed a home for its cannery. The cabin was offered. During last year and this, thousands of cans of vegetables and meats have been processed there, and the boys and girls have considered it not only a patriotic duty but a real privilege to make this contribution. Their recreation center could wait until the end of the war if there were other more important things to be done.

Now it seems as if this will not be necessary. The community plans to construct a building to house the canning equipment. This year's canning season will end in December, and the cabin will again be available for other uses. It is hoped that then the floor may be laid and the partitions erected. The wiring and water installed for the cannery will remain. The class which began the cabin as freshmen looks forward to holding its final class activities in the building.

Plans and Program

The constitution drawn up by the freshman class is the one under which the organization will



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operate. It provides for a board of directors with representatives of the Board of Education, the Auburn Grange, the high school faculty, the student body, the PTA, the Home Demonstration Club, and the community at large. This board is now conferring with the senior class on plans and programs. Responsibility, financial and otherwise, will be a cooperative concern for all groups represented. School classes and community organizations have continued to raise money for the recreation center even while canning was its only activity. In fact, a small amount of the proceeds from the canning itself has gone into the cabin fund. This will be used to purchase more cans which will be sold at a slight profit and continue to be a source of revenue.

The ladies of the community feed the fund from the proceeds from feeding organizations. They are good business people, these ladies of the community. At one dinner they cleared $130.

Program is calling for more thought. Organizations will, of course, take care of their own programs. Like every community, however, the Auburn District has many people who do not belong to any organizations. These it is, for the most part, who constitute the more than 50 per cent not participating in any constructive recreation. It was dismay at their predicament that moved the freshman class to action. It seems likely that the same spirit will make possible a truly constructive program meeting the needs of all.

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The County Comes to an Institute

(Continued from page 294)

before radio station KTBC broadcast announcements about institute plans.

Details of Planning. Plans for the training sessions and the picnic were made with care for details. Necessary materials and equipment—including such things as registration cards and badges, a piano, a public address system, tables and chairs—were provided for, checked and rechecked. Three Austin business firms donated pencils and note pads for the "instituters."

The Program

When the time for the institute finally came around — 10 A. M. on Saturday, April 7 — there were sixty-three people from twenty communities present. The program in which they participated follows:

9:30-10:30 A. M.—Registration. (A volunteer took charge of seeing that each person filled out a registration card. These were then handed to a person at another table who typed the names and organizations on a badge which was pinned on the registrant.)

10:30—Introduction of co-sponsors of the institute.

10:40—Social Recreation. (A period of an hour and a half devoted to games, both quiet and active, and dances which could be used for home, church, school, and club recreation hours.)

12:10—Community Singing.

12:20—Introductory discussion of club or organization and leadership.

12:35 to 2:00—Lunch at park—barbecue and coffee furnished by the Chamber of Commerce.

2:00-3:00—Panel discussion on club leadership with County Home Demonstration Agent, a home-making teacher from one of the county schools, and presidents of a Home Demonstration club, a P.T.A., a 4-H club, a youth center council, a Girl Scout troop, and a church young people's club. This was followed by a discussion by the leader of the panel (Recreation Department staff member) on techniques for organizing clubs, discovering leadership, and training club officers.

3:00-3:45—Social recreation period (folk dances and group singing).

3:45-5:00—Program planning for community nights and other special programs—Types of programs, organization and leadership, factors in planning.

Criticisms and Recommendations

At the end of the day's session, the group was asked to evaluate the plan of the institute and to offer constructive criticism for future occasions of the same kind. Some felt that rural people have too many obligations at home to devote an entire day to an institute. Others pointed out that they could not get through the business planned for a

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Saturday in town if they spent the whole day in meetings—no matter how valuable. Their alternative suggestion was simple and effective and answered all objections. The group wanted more training sessions, but they wanted them limited to the morning.

The group considered with favor a recommendation that they promote the idea of a county committee on recreation planning and training. Further discussions of this idea, they decided, would be held with the Rural Youth Counselor when she visited the various community organizations in the coming months.

Use Your Building Program to Build Friends

(Continued from page 314)

the neighbors excited about it while you are planning, it may be turned into one of enthusiasm and whole-hearted cooperation.

Are you planning to meet the demand for adult education? Are you planning for a program of vocational training? The war has emphasized the tremendous power of our industrial development and has hinted at its future possibilities. The aftermath of war will see not a let-up but a continued application of industry in everyday life, increasing year by year. The complexities of the modern age will demand a more specialized system of training if we are to equip our youth properly.

Concretely, this may mean laboratories and shops for the "learning by doing" method in the fields of radio, television, electronics, carpentry, metal work, plastics, building construction; it may include studios, drafting rooms and shops for printing, for industrial design and for the practice of the other arts and crafts; it may call for workrooms for accountancy, secretarial training, public relations, business practice, banking. The reaction of the parents of the children and of the leaders of various civic organizations to this program will be extremely important to its success. It has been emphasized that this is a time for planning. Why not make it also a time for public education? If, step by step, you use your new building program as a "public relations" medium, if you explain its purpose and thus increase the number of its supporters, you will accomplish a double purpose. When you are permitted to build, your plans will be ready and your community will be receptive.

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A Vermont Community Pioneers

(Continued from page 301)

Membership in the club is slightly more than 500. The use of the building by adults and young people passed the 50,000 mark last year. Participation by youngsters has increased and, in the adult group, both men and women are well represented. The adults favor active recreation. The program for young people includes both active and quiet programs. With ninety organizations for adults in the town, demands for all types of leisure-time activities are pretty well cared for. Music is, perhaps, the one form of recreation for adults that receives the least recognition on a community basis, though within the various organizations there are musical activities and our public schools carry a very good program in all branches of music.

During the summer of 1944 the number of participants in recreational activities at the summer playgrounds was 8,564. Attendance for the 1944 season at the swimming pool—adults and children was 8,681.

After-school playgrounds were set up last year and proved to be very popular. This program gave the rural children a share in activities which they cannot have during the summer. The village in the northern part of the town is an exception, since it has a playground of its own as well as a skating rink.

In reviewing the past few years we do feel a glow of satisfaction over what has been accomplished. The confidence expressed by the public through their unanimous approval of the increased budget is especially gratifying. Our present budget for the Recreation Commission is $9,000, a sum which is appropriated at the annual town meeting. The revenue derived through the club for 1944 was $9,500. From the endowment fund $4,484 was spent on building repairs and overhead. The endowment fund invested in government bonds is now $22,470.

No undertaking is carried on without accompanying problems. Ours is no exception. Lack of sufficient leadership and labor on areas is problem number one. A second one is lack of desirable play areas. The space is available, but in most instances it is unattractive and not adaptable to all types of games. Being a country town where a great majority of the children have pleasant home surroundings in which to play, it is not reasonable to expect children to want to come to some less attractive spot for group play under direction. Our Commission is not indifferent to this situation, and our Park Commission is also interested, but having recently had a town planning committee set up under the leadership of experts, the Recreation Commission has waited for guidance by them. The lack of available labor has proved another deterrent. Doubtless, these two major problems will be solved at the close of the war. At present the two full-time and three part-time workers under the Recreation Commission are "holding the line."

That we have a year-round recreation program is largely due to the help and untiring interest taken by the National Recreation Association whose services have always been so willingly given. Another encouraging feature is the fact that Vermont has recognized the importance of supervised recreation and has a State Director who has made her first year one of outstanding merit.

"I think it is especially important in these days when so much attention is concentrated on purely mechanical progress that the education of our young people should be balanced by the appreciation of what the outdoor world means to us both in subsistence and the joys of living."—*Franklin D. Roosevelt.*

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, June 1945

A Service Program for Older Campers, Margarite Hall

Archery in the Camp Program, Myrtle K. Miller

Canoe Storage Racks, W. Van B. Claussen

Beach and Pool, June 1945

Survival for Our Sailors, Robert H. Cowing

Don't Teach Youngsters to Swim Too Soon, Ethelda Bleibtrey

Physically Handicapped Enjoy Swimming Program, Jack Houlihan

PAMPHLETS

Girl Scouts All — Leaders' Guide for Working with the Handicapped

Girl Scouts, 155 East 44th Street, New York 17, New York

Manual of Minimum Standards for Camps

Committee on Camp Standards, Camp Section, Greater Boston Community Council, 261 Franklin Street, Boston, Massachusetts. $1.00

Places for Playing in Cleveland

City Planning Commission, Cleveland, Ohio

Playground Manual

Department of Recreation, Reading, Pennsylvania

Public Playground Leaders' Handbook

Recreation Division, Kansas City, Missouri

Teen Fashions

(Continued from page 291)

open to any high school student. And although the operation of the center is under the direction of an executive secretary who is employed by the Department of Recreation, the Junior Council actually governs Teen Tavern.

A comprehensive program was planned to provide recreation of various types: ping-pong, a miniature bowling alley, a place for dancing, a snack bar and lounge, with facilities for reading, writing, a radio, and a victrola, quiet games.

It was in this atmosphere, through one of the interest groups promoted by the Center, that plans for the fashion show came into being. It happened this way:

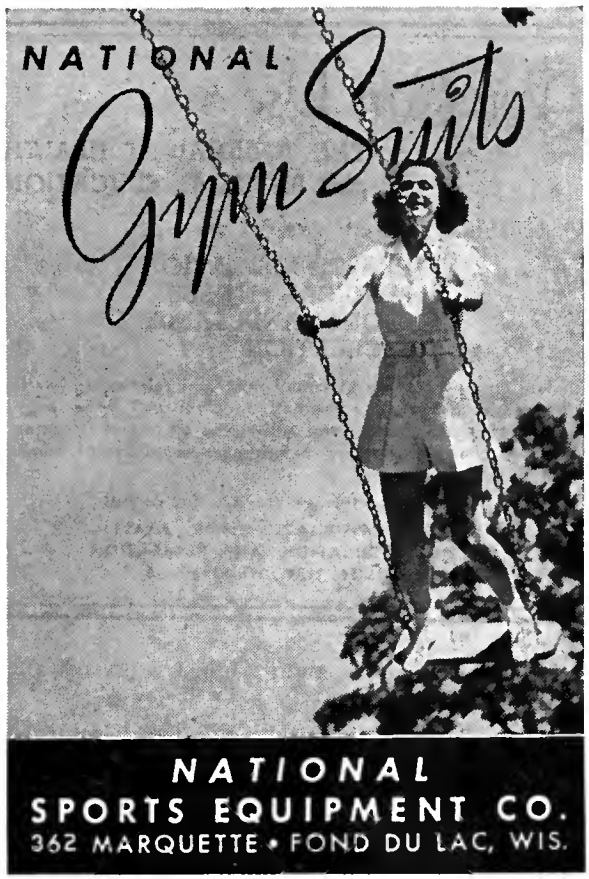
In the early fall, the executive secretary, in planning her winter program, got a group interested in painting murals on the walls. On this project the art supervisor in the public schools worked closely with the group of youngsters. The lad who led the group had shown an intense interest in art during his school years. While working on the murals one day, he remarked to the secretary of Teen Tavern that although he loved to paint, painting was not his real interest.

"What is your real interest, Harry?" she inquired, and Harry replied: "What I really like to do is to design clothes."

"Well," she said, "you can do that if you want, and we can put on a fashion show."

The seed was sown, and during the next few months Harry's attention and interest were focused on the designing and planning of the costumes that would be displayed in the fashion show. He had studied for six weeks of the previous summer at Franklin School of Professional Art in New York City, and he now spent his time applying all the fundamentals he had learned.

First, he selected models from the students who came for try-outs. Each costume was especially designed and created for the model selected. During the Christmas holidays Harry went to New York and spent a week selecting materials suitable for his subjects. Returning home, he cut the pat-



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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 Sixteenth St., N.W., Washington 6, D. C.

terns for every dress, and gave instructions to the mothers for making them.

At last the costumes were finished, and the youthful models came eagerly to rehearse in their delectable-looking play clothes, date frocks, evening dresses, a striking negligee and pajamas. In order to achieve the maximum effect, it was decided to utilize three of the Center's interest groups—music, art, and the dance.

A local dancing teacher planned and instructed the students in appropriate dances for their costumes. The "Teen Tavern Tooters," an orchestra composed of members of the club, furnished music for the program. The stage was set.

The first evening, the fashion show was presented for invited guests, including parents of the models and other members of Teen Tavern. The members were admitted for twenty-five cents. The second evening, the show was open to the public and general admission charged at fifty cents. As the final curtain fell, applause and genuine enthusiasm were evident on all sides.

Planning vs. Postwar Planning

(Continued from page 306)

needs are filled. We are headed in the direction of some kind of enforced "spending moratorium" unless restraint is shown by taxing bodies in the period following the war. Too frequently municipal bodies have spent money in times of prosperity and restricted spending in times of financial depression. It would seem that municipal bodies might help achieve greater economic stability if they would restrict large capital investments and appropriations for improvement as far as possible during boom periods, and release tax funds at those times when civilian demands are low.

(4) In line with the foregoing proposal, legislation should be enacted permitting all municipalities to create sinking funds during prosperous periods, which could then be released during lean years. The legislation should provide that these sinking funds could be used only for the purposes for which they are established. The tax dollar would have more value, or at least the municipality would not go into the market in competition with civilian demands as now is the case. Costly special assessment proceedings would be reduced to a minimum. Tax anticipation warrants would be eliminated and bond issues would be reduced in number and total amounts.

(5) In planning for the future, no taxing body should forget that the American taxpayer will be loaded down with the heaviest federal tax burden ever carried by our people. Postwar plans should be in the direction of relief rather than increase of this burden—every improvement must be justifiable which definitely excludes the "make work" type of project or the "it would be nice to have" public improvement. Our planners should be thinking of ways to eliminate overlapping tax bodies and how to coordinate duplicating services and facilities within our American communities. Any critical analysis of community organization will reveal many ways in which cooperation of taxing bodies would result in greater economy and efficiency in the administration of essential community services.

(6) After our military objectives are accomplished and it is no longer considered unpatriotic to complain about government costs, the taxpayer will attempt to find ways and means of reducing taxation. Obviously, little can be done about our federal funded debt, but state, county and local municipal expenditures will be closely scrutinized. All postwar plans should be designed to withstand the minutest examination in costs of construction and maintenance.

The exciting decade confronting the American people is a challenge to our ingenuity, industry, resourcefulness, and vision. And the greatest of these will be vision for it is written in the good book that "without vision a people perish."

"A real recreation program in a community gives zest and interest to the daily lives of people, builds strong physical fiber and character in its youngsters, provides wholesome outlets for the spare time of workers. It makes a better town for citizens of today to live in and citizens of tomorrow to grow up in, a friendlier town for newcomers. Recreation is one of the very real forces creating a town that people like to call home."—From *Community Recreation Comes of Age.*

Society of Recreation Workers of America

GEORGIA HAS JOINED the ranks of states forming recreation associations which have affiliated as State Units with the Society of Recreation Workers of America. The Georgia Recreation Association was set up in April 1945, at a meeting in Athens, Georgia. Officers elected at that time are: President, Mr. Carl Hager, of Brunswick, Georgia; Vice-President, Miss Gertrude Bouchard, of Columbus, Georgia; Secretary and Treasurer, Mr. Oka T. Hester. Membership in this association is approximately thirty people, who have set up for themselves a broad program for 1945. Committees have been appointed and chairmen selected for various activities throughout the state.

Of interest to the members of the Society of Recreation Workers of America also is the notice sent out in July requesting suggestions for the 1945-6 slate of officers. To be elected for the coming year are the following: president, two vice-presidents, secretary, treasurer, and five members-at-large of the Administrative Council. "The nominating committee," according to the statement, "will appreciate the full support of our membership in presenting for final approval candidates who will have the following special qualifications:

1. Loyalty to the organization, its ideals and aims.
2. Proved leadership in the professional recreation field.
3. Ability to use tact, good judgment and diplomacy when needed.
4. Ability to assume responsibility, to cooperate, to take and give constructive criticism, and to compromise when necessary.
5. Ability to devote time to the job.

All communications should be addressed to Mr. William Leonard, Director of Parks and Recreation, City Hall, Schenectady, New York.

Community Swing

(Continued from page 312)

made to interest people in such activities. At present, good square dance records are few and difficult to obtain; when more are available, an even greater impetus in the folk dancing movement can be expected.

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Excellent for shower, make-up, changing gowns. Assorted colors, complete sanitary packaging.

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Paddle Tennis Tournament

THE U. S. PADDLE TENNIS ASSOCIATION announces that the National Paddle Tennis Tournament for 1945, open championships for men and women, will be held under the auspices of the Paddle Tennis Association in cooperation with the Parkchester Recreation Department, September 8 and 9. Finals will be held September 16. All entries must be in by Monday, September 3.

Address all communications to Parkchester Recreation Department, 67 Metropolitan Oval, Bronx 62, New York; or U. S. Paddle Tennis Association, Madison Square Boys' Club, 301 East 29th Street, New York 16, New York.

Sgt. Murray Geller, indoor champion in 1943, who is now in the Philippines has written to the Paddle Tennis Association telling of the enthusiasm with which the game is greeted in the Pacific area.

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New Publications in the Leisure Time Field

So You Are a School Board Member

Illinois Association of School Boards, First National Bank Building, Springfield, Illinois. $.25.

WHAT EXACTLY are the powers of a school board? What are the duties and responsibilities of its members? What printed materials are available for members, conscientious but too often uninformed about the fundamentals of the jobs? This booklet undertakes to answer such questions as these and to point out ways in which school boards can give the most intelligent service to their communities. Though written primarily for citizens of Illinois the pamphlet's suggestions should have a wide appeal.

A Report of a Study on Recreation of Absecon Island

Citizens' Recreation Committee of Absecon Island, Atlantic City, N. J. $1.00.

THIS IS A REPORT of a survey made by the National Recreation Association of the recreational needs of Atlantic City, Ventnor, Margate, Brigantine, and Longport with recommendation for the gradual development of a recreation system over a fifteen-year period. The suggested recommendations are designed to serve the permanent population of the area, as well as the large and fluctuating transient population.

Combination Basketball Chart and Score Book

The Hillyard Company, St. Joseph, Missouri. Free.

THE HILLYARD COMPANY offers for free distribution a convenient booklet for recording basketball games together with a tournament bracket form. In addition to forms for scoring games played other blanks are provided for entering scoring reports.

Corrective Physical Education

By Josephine Langworthy Rathbone, Ph.D. W. B. Saunders Company, Philadelphia. $3.00.

THIS IS THE THIRD EDITION of a book dealing with the essential facts of human anatomy and physiology as they pertain to the subject of corrective exercise. Of special interest to recreation leaders is the chapter entitled "Physical Education in Rehabilitation" which discusses the value of recreation for handicapped young adults.

Gems of Thought

Damon Publishing Company, 2030 Mentor Avenue, Wichita 12, Kansas. $.50.

A SELECTION OF INSPIRATIONAL quotations taken from the lives of philosophers and thinkers from the time of Plato to the present. The material is well arranged and attractively printed.

American Planning and Civic Annual

Harlean James, Editor. American Planning and Civic Association, Washington, D. C. $3.00.

THIS TENTH EDITION of the Annual published by the American Planning and Civic Association is, for the most part, a compilation of the papers presented at the Citizens Conference on Planning held in St. Louis in June 1944. The addresses dealt with problems on the national, state, and local level and considered some of the factors that will loom large in postwar planning.

The Golden Song Book

Selected and arranged by Katharine Tyler Wessells. Simon and Schuster, New York. Cloth $1.50. Paper over board $1.00.

MANY SONGS AND SINGING GAMES that children have loved and sung and played for generations are here presented in attractive and useful form. Colorful illustrations by Gertrude Elliott add to the chance of the book, as directions for games add to its usefulness.

Judy at the Zoo

By Tom Maloney. U. S. Camera Publishing Corporation, New York. $1.00.

JERRY COOKE HAS PROVIDED the photographic illustrations of a very young lady on a tour of the Bronx Children's Zoo. Both text and pictures should prove good fun for youngsters in the six to ten age groups.

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The Language of Recreation

MANY WANT to make friends but find no suitable words.

Said a New England man of his New England wife, "Our real friendship began when she let sand fall from her hand upon mine."

Said a very small boy—pre-school age—when taken to task for chasing with a rake an equally small girl next door, "I only wanted to make friends with her."

Once in a diphtheria hospital a girl of two with a tube in her throat smiled and indicated by a gesture that her beloved picture book was to be given to the little boy in the next crib.

Our dogs say much to us, licking our hands, dropping the stick temptingly in front of us—without words.

Our children speak to us as eloquently, if not more so, before they become articulate in words.

• • •

But now we live in a wordy civilization. And now in times of deep emotion and often violent personal and world experience words go back on us. Words seem pretty hollow.

Parents find they do not talk the same language as their children. They cannot see what is going on in their children.

Men who have been engaged in fighting the Japs come back to school, and this school world seems like a world with a different language, a language that belongs to another era, another century, until they sometimes feel, "I am a stranger and afraid in a world I never made."

• • •

More than ever now is needed a place for vigorous athletic life in good fellowship, a place for singing hearty songs that give individuals release, a chance to go all out in musical expression. Choral readings surely have an important place in helping people to participate in saying right out what they want to have said. In the world of beauty, art, sport, simple comradeship, often words are not too much needed.

Recreation centers help to drive out isolation, fear, and bring a feeling of neighborliness, give a degree of confidence for going ahead to live fully and freely.

• • •

Sensitive men and women with imagination cannot but have a sense of deep and abiding and grievous loss over the death and destruction of these years. Yet the world must go on. Words won't help much. But a will to make all life, as far as may be, deep, rich, victorious, expressed in music, drama, art, sport, can help. Life is more important than words.

There is a language of the living human spirit, a language of comradeship, of sport, a language of the sharing of deeply satisfying human activity—a language that is known to dogs, to very little children, that may be known to all who keep the simplicity of little children, a language which the recreation center can help to maintain.

HOWARD BRAUCHER

October

Courtesy Foto Ivo Kozelj, Fotoclub Ljubljana, Yugoslavia

Mad About Music

By WILLIAM F. McDERMOTT

NOW THAT the war is over, it soon will be time for another "piano raid" at Winfield, Kansas, famous little music center of the western prairies. Sedate citizens, with sleeves rolled up, will help to "hustle" pianos from homes, churches and club rooms—but mostly from Cunningham's, the town's leading music store—to the huge gymnasium of Southwestern College. There the volunteer movers will set up "pianistic battalions," ready to renew one of the most unusual music festivals ever held anywhere.

Winfieldites brag that practically every adult resident under fifty has at one time or another studied and played the piano. Yet, while the town of 11,000 ran riot with bands, orchestras and choruses, for years there was nothing to satisfy the ensemble desires of the piano players. A piano teacher, E. Marie Burdette, pioneered the idea of a mass piano festival and Paul Painter, high school music director, took over the final directing.

Courtesy Reading, Pa., Recreation Department

Winfield boys prefer Gershwin to Harry James

The piano shifting is on a huge scale. Here and there home-built "dollies" are used to trundle two or three pianos of a neighborhood into one man's living room for a week or two. There a group of players practice every evening from supper until midnight. Next they assemble at the music store where up to fifteen pianos are used for a week's rehearsal each by consolidated groups—and finally there's the grand rush on the gym with 100 pianos.

For two days and a night at the gym, relays of players, assembling in company formation, rehearse in groups of fifty, polishing off their ensemble performance. A battery of tuners go over the instruments and put them in harmony. Now the big night arrives. Gay bunting and decorations color the scene. Every seat is taken and standing room is at a premium as the crowd of 1,500 to 2,000 roots for its favorites.

There's a preliminary pep program and finally the fanfare: Through an arch come the performers—lawyers, bankers, debs in evening gowns, mothers in their Sunday best, bobby-soxers and college athletes, grocers and insurance men, barbers and preachers. They march with heads high and eyes gleaming to their places. At a signal the players seat themselves, two to a piano. The director lifts his baton, and 400 hands begin rolling over the keys.

The music pours out like a mighty wave, filling the vast room to the rafters. The crescendo passes, and the roar of 100 pianos played in unison diminishes to a note so soft that it seems impossible so many instruments are in action. The crowd holds its breath as the nuances make richer the melody of the piece. Here is more than unity of performance; it is a unity of spirit born out of love for music. As the last note of the concert dies away, the crowd breaks out into shouting applause. Winfield's amateur pianists bow to their fellow townsmen, wave to friends, then disappear into the throng. The festival is over—all but shifting the pianos back to their native haunts.

The unique piano concert is only one of many evidences that Winfield is "mad about music." Its Civic Music Association with 800 members brings to the town annually five or six of the high ranking artists and provides 500 free admissions to

worthy high school music students. The Winfield Oratorio Society, numbering 1,000 members—inactive during latter years of the war but soon to be revived—is accustomed to assemble a 500-voice choir for a spring choral festival, supported by an orchestra of seventy-five selected players from the community. The Winfield Music Club, composed of former high school students, sets up juvenile music clubs to get youngsters into the atmosphere of music.

Not musically a stuffed shirt, the town annually staged, until the war, an old-time "Fiddlers' Festival," which drew contestants from all over Kansas and Oklahoma. One of the star performers was Bert Woodward, an eighty-year-old barber with a yen for music, who learned on a $10.98 mail-order violin and branched out into making his own. To date Bert has whittled out more than 200 violins from wood he imports from Norway and Bohemia. Another popular stunt was a Barber Shop Quartet contest. A number of Winfield firms and business clubs maintain male quartets which occasionally meet at the local barber shops to get the proper atmosphere. The rivalry developed into a demand for a state-wide contest. Fifty barber shop quartets vied for prizes on the Chautauqua Assembly tabernacle stage, a replica of an 1880 barber shop.

Winfield's madness for music started back in the early 1880's when J. S. Mann, a snappy young Canadian haberdasher who enjoyed music but couldn't tell one note from another, migrated to the frontier town, and opened up a pants store. Business was good, but the primitiveness of the people irked him. He decided what they needed was aesthetic uplift and started a chain of events that has resulted in Winfield becoming "tops" in music among the smaller cities of America.

Mann ran for the school board and was elected. He advocated music in the schools, but when he broached the proposition of tying up with two neighboring towns and getting a teacher at $35 a month—$11.65 per town—a rumpus started.

"Tax our citizens for music?" shouted an aroused school board member. "Never!"

Mann was licked that time, but a couple of years later he won out, and Winfield took on the entire support of a music director. A "professor of music" arrived from New England, in Prince Albert coat, gray-striped trousers and bow-tie, beribboned glasses and cane. But unregenerate kids took neither to the scales nor the professor and he finally resigned.

In the meantime, a young music teacher from Indianapolis, Louis M. Gordon, had quietly set up a studio in Winfield and began giving private lessons. The school board hired him. A lover of both youngsters and music, Gordon was a natural for the informal easy-going town. He quickly captured the hearts of the children. Day after day he plodded the village streets, giving youngsters a melodious "breather" between studies by teaching them simple tunes and telling them stories about great composers. Music began to take on a glamour for the children, and before many years it was a common occurrence for boys to leave their baseball and girls their dolls to participate in the voluntary after-school instruction that Gordon instituted.

Meantime a couple of hardy but music-loving youngsters were growing up in the Gordon household. The older son, Edgar, decided to follow in his father's footsteps. He studied in Chicago, taught violin at Hull House, and at another settlement organized a chorus of 100 factory workers. Then he returned to Winfield to aid his dad, and together they so interwove music into the life of the community that it became known as the "town with the soul of an artist."

Young Gordon's achievements drew the national spotlight, and he was called to the University of Wisconsin to head the public school music department. Now Winfield has a periodic "Gordon Day," and when Edgar was last its guest of honor, hundreds of singing children greeted him, identifying themselves to him through their parents whom he had taught. In tribute to another great pioneering musician of Winfield, an annual music program is held in honor of the late Archibald Olmstead, who built the Winfield College of Music into a nationally known institution and who developed hundreds of children into skilled musicians by private instruction. To date twenty-one annual "Olmstead Days" have been observed.

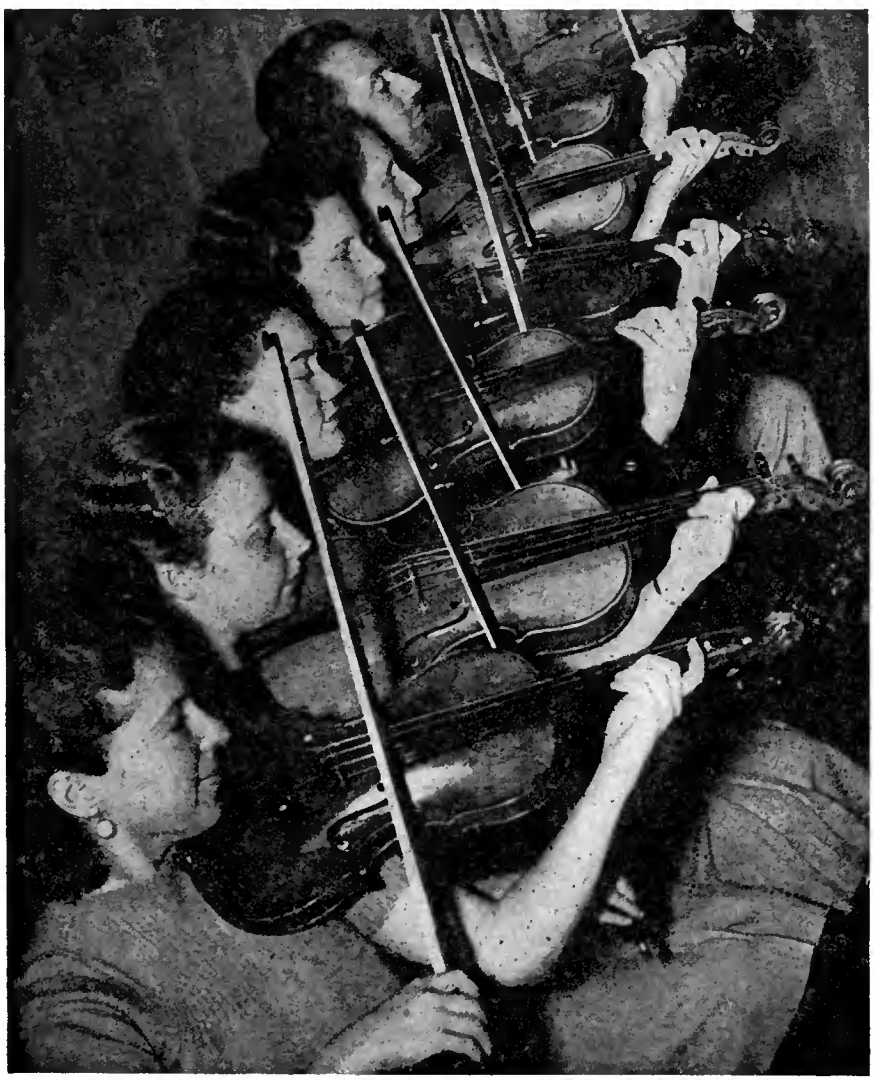
For many years Winfield has not graduated a boy or girl from the grades who was unable to read elementary music. Fourth graders are given music evaluation tests. If a child shows no aptitude for music, that fact is not emphasized. This is rare, however, for tests over several years show that seventy-five *per cent* of all the Winfield children have musical ability to perform, while *more than ninety-five per cent reveal the capacity to appreciate music.* The 100 *per cent* musical literacy—ability of all to read music at least slightly—which Winfield has attained is an extraordinary achievement when contrasted with the twenty *per cent* of

the general population who can read music. The aim of the Winfield program is to make musical *consumers* as well as *producers*. Music is given the glamour and thrill of a game. Everybody gets a chance to play, but likewise is able to sit in the bleachers and understand and enjoy the fine points of the game. Music thus becomes, naturally, as much a part of a child's life as eating and breathing.

From 1930 until last winter, Paul Painter, one of those rare human dynamos, who eats, sleeps, loves and lives music, was the driving genius of the Winfield music program. Painter has never lost the common touch. His home across the street from the high school was a club house and permanent port-of-call for about 800 youngsters of the current crop and returning alumni. Following in Painter's footsteps is Don Pash, the current music chief. Supporting Painter and Pash is Lester Newland, string teacher and choral director, who has shared extensively in music leadership of Winfield youths.

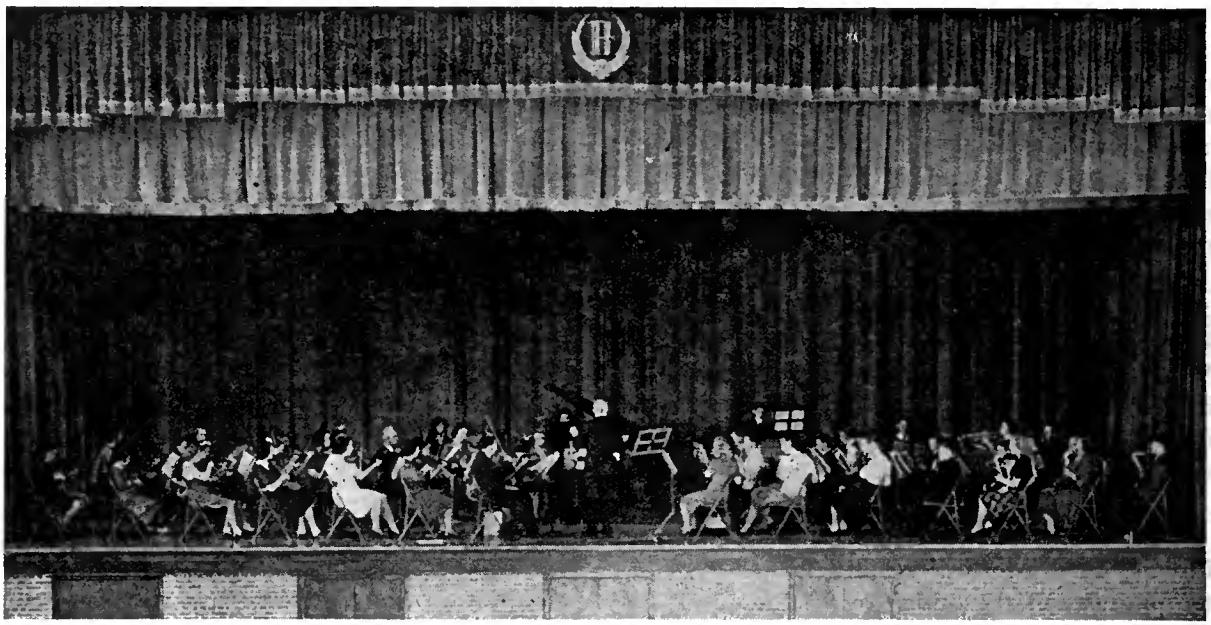
The town pride, however, is the High School Symphony Orchestra of eighty players, which Dr. Howard Hanson, director of the Eastman School of Music, recently said equals some of the better known metropolitan symphonies. It tackles successfully a number of the most difficult works usually performed only by professionals. Besides this there is a reserve orchestra of the same size, which performs publicly and which acts as a feeder for the main organization, and also two junior orchestras composed of children from the fourth to the seventh grades. After school and on Saturdays, scores of grade school boys and girls train in the elementary symphonies. It takes twelve Saturday classes to accommodate the juveniles, and the competition to graduate into the big orchestras is as keen as it is to get on the basketball team.

Delinquency offers no competition to the pleasures of the "string section"



Courtesy Recreation Department, Huntington, California

In addition, the Winfield High School has a symphony band and a junior band, aside from a variety of "specials." Last year the orchestras and bands gave forty-five public performances. High school choirs total 250 voices, and from the grades another 250 selected singers can be drawn. The *a cappella* choir has seventy voices, and the senior girls choir eighty. All orchestras, bands and choirs rehearse regularly an hour a day, with full school credit. In the last National High School Music Contest in 1941 Winfield won "highly superior rating" in almost every event — more than twice as many as any other school entered—and is one



Courtesy Rock of Ages

Its own symphony orchestra helps keep Winfield musically literate

of few cities to have star organizations in the fields of public music.

Music appreciation in Winfield is caught, not taught. No textbook courses in music are offered; everything is learned at rehearsal. Yet the instruction is so thorough that many high school students are able to turn out acceptable orchestrations and arrangements. A junior, Robert Shanks, last year became one of the country's youngest professionally published composers, having had three ensemble works published that year. Herbert Hawk, bassoonist and honor student, composed an entire work for the symphony orchestra and conducted it before an audience of 2,500 at the high school commencement exercises. For two years the National Federation of Music Clubs' competition was won by Dorothy Merriam, a high school student. Today ten of the leading high school music directors of Kansas are from Winfield, and Winfield graduates have gone on to big orchestras, to radio, and to the movies, or to become conductors, all over the country.

During the war, over seventy-five of the Winfield high school students were in Army and Navy bands and several of the boys worked their way up to be conductors. Others improvised small bands and singing groups all the way from Egypt to the Aleutians. One flyer got his fiddle into his kit and made music for a bombing crew while going to and from raids over enemy lines. Another boy, stationed on an island in the South Pacific, organized a few of the natives into a musical group, some playing on improvised reeds and bamboo instruments and others singing.

Record companies say that, in proportion to population, they sell as many high grade records in Winfield as in any other city in the world. Music taste, as a result of the years of good music in the public schools, has so skyrocketed that jazz for listening purposes is only mildly popular. For instance, the kids are not a bit wild about Harry James's playing, but they take to George Gershwin like ducks to water, and the high school symphony orchestra was one of the first successfully to perform "Rhapsody in Blue" in the original, unabridged form. Delinquency is a curiosity in Winfield and night clubs have been unable to get a start among high school youth.

Creativeness, originality and spirit of romance and adventure in music give zip and zing to Winfield's program. Fun and frivolity provide some of the unexpected twists in the setup.

Chamber music, which started in 1931 with ensembles of clarinets, oboes, and bassoons, has expanded until today the high school has ten groups which go out to play for anything from a pep meeting to a funeral. Vocally, the girls and boys form volunteer mixed quartets, sextets, madrigal (sixteen voices) and treble clef clubs. They meet and

(Continued on page 382)

Sports Heal War Neuroses

By S. W. MORRIS
Washington, D. C.

SPORTS HAVE been used extensively for the physical conditioning of America's fighting forces for arduous combat battle. They have been used to teach the value of teamwork to our troops. Recreational activities also have been employed to develop mental alertness and greater coordination of both the mind and the body.

Today these same athletic activities, ranging from a simple one-response game such as horseshoe pitching to group competitions such as baseball and volley ball, are being used to help heal war neuroses acquired by veterans on overseas battlegrounds.

Recreational therapy, used in conjunction with proper rest, sedation, nourishment, and the most modern medical care, is emphasized in the scores of military and Veterans Administration hospitals throughout the country to speed the recovery of returned veterans afflicted with various mental and nervous disorders which largely have had their origin in the fatiguing rigors of war, the relentless day-and-night thunder of artillery and in the numerous other nerve-wracking elements of fighting today.

It should be consoling to parents and families to know that veterans in American hospitals are actually playing their war neuroses away. Dr. John Eisele Davis of the Veterans Administration in Washington who has been engaged in recreational and group therapy for twenty-three years, enthusiastically discusses the marvelous curative value of physical exercise in mending war-shattered minds as well as healing physical wounds.

"Recreation, while not a cure-all for all mental ills, holds an important place in the programs for the rehabilitation of veterans," said Dr. Davis, who himself served with the Engineers in the first World War and who was among the survivors in the sinking of the Tuscania, the only American troopship torpedoed in that war.

"Many men with general paralysis, melancholia, manic depression, various types of psychoneurotic sicknesses and even those suffering from dementia praecox are being hastened to the day of recovery chiefly because sports have been found to exert such a recuperative and corrective effect.

"Recreation, if scientifically administered, is unquestionably therapeutic. The veteran's spirit may be broken and the will to survive destroyed. The patient may become very egocentric or anti-social or even have suicidal inclinations. But games such as baseball, volley ball, duck-pins, table tennis, horseshoe pitching, golf, tennis, croquet, shuffleboard, carefully planned, have inspired these men to overcome their mental ills, to restore their spirit and social perspective."

Play has a definite psychological as well as physical influence, Dr. Davis said. He explained that many patterns of lifetime behavior are established in childhood games. These patterns may serve as the basis for the creation of attitudes necessary for the recovery of mentally-ill veterans. Directors at veterans hospitals adapt the games to the mood, sensory and physical aptitudes of the patient.

Toy shop in a veterans hospital

Veterans Administration Photo

The excessive use of drugs and the practice of keeping patients confined to hospital beds for long periods is yielding to recreational therapy. Bed patients too weak to participate in outdoor sports perform simple exercises in their wards. When their physical recovery is sufficiently advanced, they join in outdoor athletic activities. They are encouraged to make their own recreational preferences.

Patients with the severest types of mental diseases are strongly persuaded to take part in swimming, baseball, volley ball and similar games. A patient who looks on disinterestedly at first in a game soon loses his inhibition. The mentally-afflicted veteran is taught to play *with*, not *against* people. Instead of buttoning himself up in seclusion, he starts to regain his socializing level and learns to be cooperative and fraternizing. He begins to lose his phobias, to recover his confidence and to live again.

Veterans Administration Photo

A bedside loom for therapy

Dr. Davis, who has observed excellent results with "physical medicine" at the Perry Point, Maryland, Veterans Hospital, reported that some of these mental patients become so proficient in sports that they have been able either to defeat champions invited to the hospital or give them a "run for their money." The patients are organized into competitive teams, and awards are annually presented to the outstanding athletes. Separate awards are also given to those patients who are able to inspire resistive, apathetic or disinterested patients to join the beneficial activities.

Dr. Davis recalled one mental patient who remarked, after receiving a medal for his physical prowess, "The mentality may become bent, but the athletic bent remains unbent."

Veterans Administration doctors are oftentimes astonished at the agility, poise and enthusiasm of the veterans who are finding recreational events the open sesame to their mental recovery.

Dr. Davis said that he could cite scores of cases offering testimony to support the curative importance of sports.

"I remember one group of thirty-two veterans of World War I who had pronounced suicidal tendencies. Eight months of an intensive recreational program were productive of very encouraging results. All except three of the patients were cured of their suicidal thoughts and were promoted to open wards.

"One veteran rid himself of a particularly strong suicidal urge as a result of his interest and active participation in sports. Today he holds a job in the power plant of a veterans hospital, and has proved himself to be one of the most diligent workers there."

Sports are also employed to restore the health of veterans suffering from a condition quite common among returning soldiers. The Army calls it "combat fatigue," while the Naval Air Force prefers to label it "operational fatigue." But whatever it is called, Dr. Davis said, this form of fatigue is not a mental disease, but the "normal result of an abnormal situation."

"Soldiers suffering from combat fatigue are just nervously sick, not diseased, and therefore no stigma of mental illness can be attached to their condition," Dr. Davis explained. "With medical care plus the proper rest, nourishing food, and participation in outdoor sports the boy will ultimately get well and be fully rehabilitated to his home and job."

Veterans who are victims of this type of fatigue

(Continued on page 390)

Finger Painting Serves the Serviceman—and Others

By HENRY BOLLMAN
East Gloucester, Massachusetts

"ANYONE WHO CAN sign his own name can do finger painting," said a sailor to me one evening in one of the recreation centers where I have taught this new art to many servicemen. Actually it is easier than that. It takes a child a long time to learn to sign his name, but he can learn some elements of painting with his fingers in one lesson. In fact, when little Willie draws pictures on a steam-covered window pane in his mother's kitchen he is finger painting.

Despite the ease and speed with which one can learn to produce a first picture, finger painting technique can be pursued for a long time by experienced artists without reaching the end of its possibilities. This art is now about ten years old. At least one example of it has been accepted by the Metropolitan Museum. Many art dealers are now offering serious works for sale in this medium. However, its main appeal at present is as a recreation or hobby. Anyone can do it, and almost everyone who tries it is fascinated by the results.

Servicemen Like to Paint

Many a soldier or sailor trying finger painting for the first time is completely carried away from all thoughts of war, loneliness, illness, and other troubles that may oppress him. For that reason it is the number one favorite among hobbies now offered to servicemen in many hospitals and recreation centers.

Among many similar experiences, I remember one young sailor who came into a center where I was teaching on a particularly snowy evening last winter.

"Want to try it?" I said.

"Naw. . . . Can't stop now. . . . Got a girl waiting for me on the corner."

However, the sailor lingered on the edge of a group of men who were painting. Though he was very young and very small, I noticed that the other sailors accorded him a certain deference. Then I saw the reason. He wore many decorations, among them the highest given by the Navy. Some of the men encouraged him to try his hand.

"Well," looking at his wrist watch, "I might try just one."

That was about eight o'clock on a stormy evening. I wondered a little about "the girl on the corner." Three hours later my little sailor was still struggling with a picture of a battleship. Beads of perspiration stood on his brow; he was in the grip of a creative urge which probably had never before been unloosed. During those three hours, that man's life was enriched in a way which could have a lasting and beneficial effect.

The Shore Patrol

"Seems kinda sissy." That is the first reaction of most servicemen toward finger painting. This attitude was very strong in one center which is frequented by a particularly robust type of he-man. These men were mostly drawn from the Shore Patrol and the Military Police. The Army and the Navy select their most doughty men for these jobs. Most of them have seen action on several war fronts. They are armed with gun and blackjack and are prepared to deal with two-fisted warriors without hesitation. During their periods of leisure at a recreation center they are more often inclined to a game of pool than any other diversion. Finger painting seems somewhat off their beam.

On my first evening in this formidable group, the outlook for the cause of art was hardly encouraging. For some time I sat by my tables with paints and paper without being able to tempt one of the men to try his hand. It began to seem like a wasted evening. But I reckoned without my host, or rather my hostess. The chief hostess had seen my plight and must have done some rapid undercover work among the men, for suddenly I saw several Shore Patrolmen, all of them six-footers, pick up another equally big sailor, chair and all, from a group which was lolling about, and carry him to my finger painting corner. They took off his coat, rolled up his sleeves, and told him to go to it.

It was all in the spirit of good fun, and the victim went to work with zeal. It happened that

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he had just returned from action in the Pacific, and he decided to picture the PT boat on which he served at Guadalcanal. Sailors usually pick that most difficult of subjects — the sea and a ship. However, he struggled manfully, and finally came through with a fine, strong picture of his beloved boat.

After that the other men decided that finger painting was not so awfully "sissy," and from that time onward the weekly class at the center enjoyed consistent popularity.

A Southpaw—by Necessity

"Hey, teacher, here's a southpaw, can you teach him?"

"Sure, I can teach anybody," I said, though inwardly I wondered if I could.

Left-handed people amuse and amaze me by their ability to translate my right-handed teaching into their left-hand methods. However, on this evening I almost came a cropper.

A soldier stood at the edge of a group of painters, looking, it seemed to me, rather wistfully at the work. He was very well groomed. His uniform was new and neatly pressed. His shoes were polished. He was a credit to the Army. His decorations included one of the highest that the President can bestow. He was so correct in his uniform that he even wore gloves—which seemed a trifle overdone until I saw that it was just one glove he wore, on the right hand. This hand hung peculiarly straight and still.

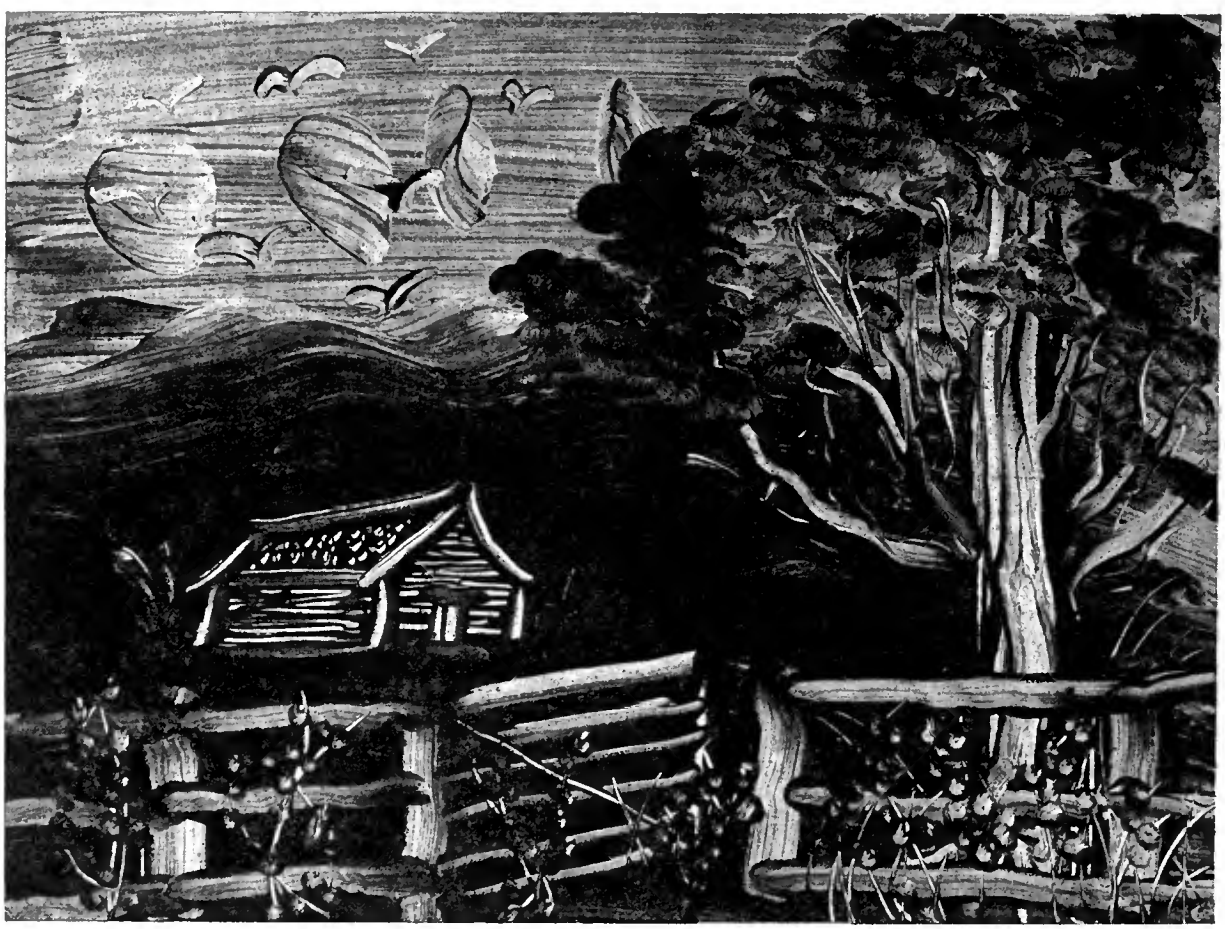
"Try it, anyway," I said.

"The trouble is, I used to be right-handed, until we landed on D-Day. Now I've got to learn to be left-handed."

"Oh, it's easy," said I. "I'll start you off. What subject do you have in mind?"

Finger painting can cause the most intense mental concentration. You can imagine the effect on this man who was just out of the hospital, facing life with the immediate necessity of changing from right-handedness to left-handedness. The strain on both his mind and his body was terrific.

When I asked him what he wanted to paint I was afraid he would demand the little gray home



in the west, as so many of them did. He wanted something even more difficult. He wanted to paint an old red barn with haystacks and cows and chickens.

The direct application of color is not easy in finger painting. The art consists mainly in removing color, drawing on a colored background, rather than in applying color on the ends of the fingers. However, if you insist, it can be done. I always try to please my pupils. I find it is better to let them struggle with a subject that is far beyond their powers than to lead them along an easier path to quicker results. At least, that seems the best way to begin. After they have tried and failed they are more willing to follow the conventional patterns.

But my right-handed-left-handed soldier presented a real problem.

Then I remembered a slogan. "Never underestimate the power of a woman." I called for help from a hostess. A dash of romance seemed necessary at this point.

From there on my problem was solved. It took a long time for these two young people to paint the barn, and the chickens, and the haystack. They lingered long over details. The soldier insisted on accuracy. He knew exactly where the door ought to be, just how the latch worked. As they progressed, the soldier's wistfulness began to leave him rapidly. There was much laughter and banter, and, to me, it looked like the beginning of a real old-fashioned case of love at first sight.

At the close of the lesson, I felt that though my efforts for the cause of Art may have been feeble, they had produced for one evening at least, a warm, satisfying, dynamic, human relationship that might perhaps lead to a happy future for that soldier.

Values

To be sure, these transient visitors to our servicemen's centers, perhaps attending only one class, do not often achieve a picture up to professional standards. But the fact of achieving any picture at all is such an astounding surprise to many a Tom, Dick, and Harry, that he experiences a real release of power. Over and over I have seen a man who began as a doubting Thomas —stiff, timid, barely interested—suddenly wake up!

"Gosh, look what I done!" he exclaims. And from there on, he is lost to the outside world, reaching down into his own inner and subconscious self for something crying out for expression. And this means of expression thwarts him less than almost any other. Finger paints seem to make sense right off the bat, whereas a violin or a piano or a set of oils and brushes appear insuperable obstacles.

How About Civilians?

If finger painting is good for servicemen, why isn't it good for tired businessmen, or weary housewives, or distracted daughters, or anybody who has the urge to create a picture but lacks the time and skill to do it in the more conventional ways? All who have tried endorse it wholeheartedly.

For anyone who may wish to try his hand at this new art, I have prepared a few directions for the simpler steps, just as I have taught it to many servicemen.

Your finger paints and paper can be obtained at the nearest art store. For a beginner, I recommend that you start with only one color. I usually use black. Later you can experiment with additional colors to produce endlessly varied effects.

Technique

Take a sheet of special finger paint paper. Wet the sheet thoroughly by immersing it in cold water. The bathroom basin will do very well. Smooth it out on a table, with the glossy side of the paper upward. The table should be covered with oilcloth or other water-proof material. The paper must be free of wrinkles.

Now you are ready to apply the paint. (By the way, most people, even soldiers who are used to handling oily machinery, are nevertheless reluctant to dip their hands in finger paint for the first time. The paint may cover the hands and even the arm up to the elbow, for certain effects. But there is no need to fear stains, because finger paint contains soap and starch and a few other equally soluble ingredients. It dissolves quickly in water. In fact some of our servicemen find that after an evening of using the paint, their hands come out cleaner than when they went in. No small achievement!) So—you apply about a small teaspoonful of paint to the middle of the paper.

Spread the paint evenly over the wet sheet with the flat palm of the hand. You may amuse yourself by swinging around in circles or figure eights. Try out the possibilities of design in this way.

(Continued on page 387)

Palo Alto Does It!

By M. C. THILTGEN
Director
Palo Alto Community Center and Recreation Department

A Year-Round Program at a Dime a Head!

PALO ALTO, California, is situated thirty-two miles "down the peninsula" from San Francisco on the southern arm of San Francisco Bay and adjacent to Stanford University. It is a residential community of slightly over 18,000 persons, most of whom pursue their occupations in San Francisco and commute between the two points, or are connected with the University in one capacity or another. It is only natural, therefore, that a good recreation program would find its place in this city.

Community recreation has long been the order in Palo Alto. As far back as 1919 a community center was established and a city ordinance adopted which provided for the creation of a Community Center Commission charged with the responsibility of establishing, managing, and controlling the entire city recreation program including that on the school playgrounds. From that humble beginning, with a converted barracks building from a World War I army camp serving as its center, Palo Alto has come a long way until today it boasts a $250,000 plant, exclusive of grounds, and a program which annually attracts over 300,000 participants.

The major units of the Department are clustered within the boundaries of Rinconada Park, a beautifully landscaped, oak-studded area of eighteen and a half acres. The main building comprises three wings housing respectively the Adult Theater, the Children's Theater, and the general administrative offices together with the ballroom, dining room, and several meeting rooms. Occupying its own building on the same grounds is the Junior Museum and, though not under the jurisdiction of this Department, the Children's Library, a beautiful structure designed, built, and furnished to meet the needs and desires of children, is also situated in this area. It is adjacent to the Children's Theater and is connected to it by means of "The Secret Garden," a walled-in, turfed area with many shade trees under which rehearsals are held or story hours conducted. Boy Scout and Girl Scout headquarters are also to be found here, the former occupying a portion of the main Community Center building and the latter housed in a building of their own.

Much of Palo Alto's outdoor activities also have Rinconada Park as their locale. Here are to be found a baseball diamond, football field, basketball and volley ball courts, six lighted tennis courts, five lighted horseshoe pits, a small children's play-pen with the customary equipment, and two swimming pools. A large paved parking area, and a broad expanse of lawn dotted with shade trees and equipped for picnics complete the area.

Program

The most popular outdoor activity is swimming. The circular, shallow pool, 100 feet in diameter, and the 75′ x 100′ deep pool attracted over fifty thousand swimmers last summer. Free instruction was given to over 700 non-swimmers. A single day has found close to 1,500 water enthusiasts availing themselves of the pool facilities, and despite these congested conditions the accident frequency during the last season was the insignificant figure of six thousandths of one per cent. Tennis and softball rank next in popularity, excluding, of course, the ordinary playground and play-pen activities. The most recent figure on outdoor activities shows a total participation of close to 175,000 persons for the year.

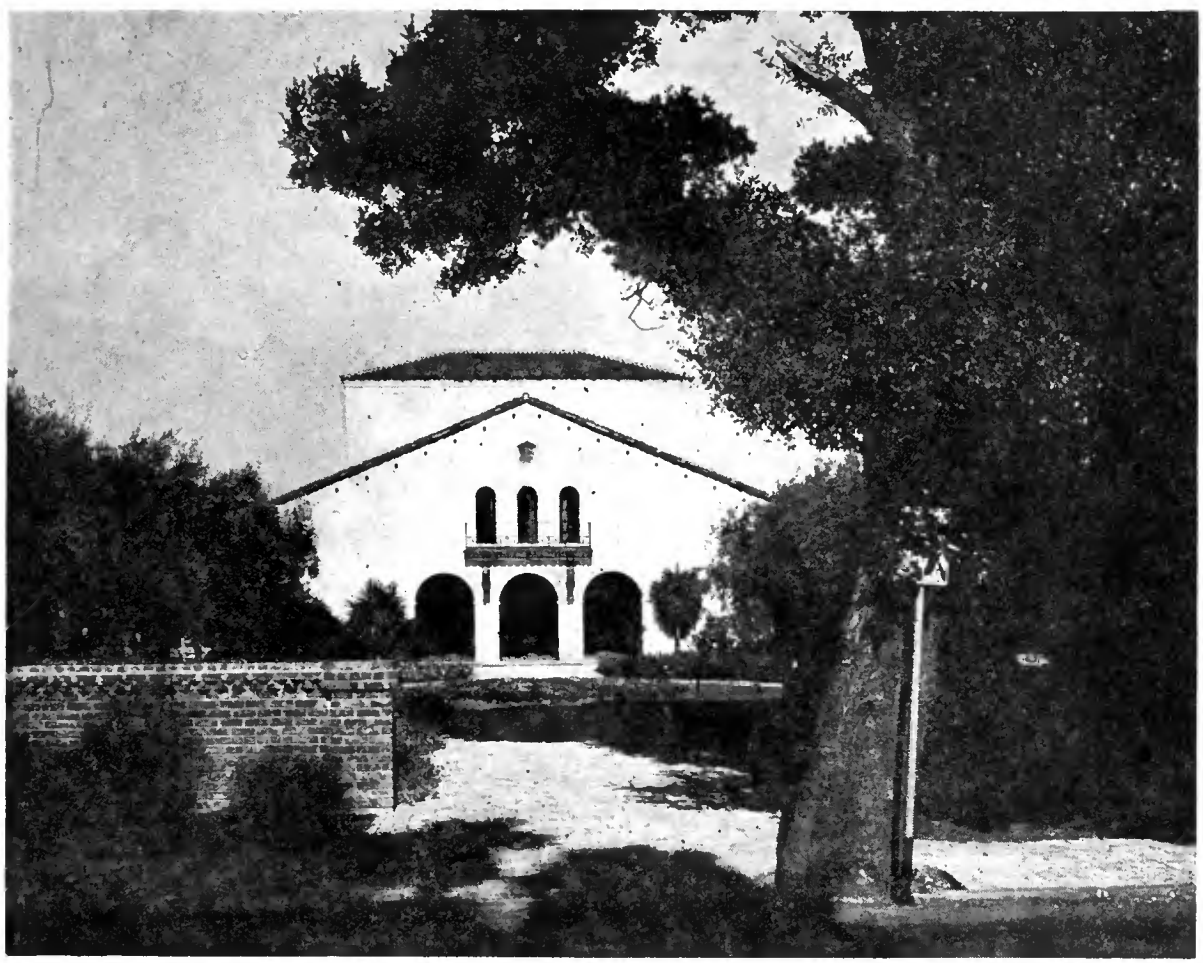
Moving indoors, let us first consider the adult activities. Leading the way from the standpoint of active participation is folk dancing. This diversion is enjoyed four nights each week. Three nights are devoted to instruction, with classes for beginning, intermediate, and advanced groups. The fourth night is devoted to social folk dancing. About one hundred persons, ranging in age from eighteen to eighty, engage in this activity each night, wearing the brilliant and picturesque costumes of the peasants of many countries. No charge is made either for admission or instruction.

The Adult Theater, of course, shows a much larger attendance figure, upwards of 20,000 each year; but admittedly over two-thirds of this number represents the audience count. However, about 7,000 persons a year participate actively in the

dramatic productions which are offered the year round. A new show opens about every four weeks and plays for two or three successive week ends depending upon the public demand. Except for the director and technical director, no professional help is used on any phase of the productions, and the players, of course, are selected from residents of the community who present themselves at the try-outs for each play.

ter. Shows are offered almost every week throughout the year, the plays being alternated with motion picture programs carefully selected for child consumption.

Folk dancing again finds its place in the program for young people with a class for junior high school students and another for boys and girls in the senior high. Ballroom dancing and classes in tap dancing are also offered.



Main entrance of Palo Alto's community center

On the children's level we find the dramatic program heading the list. Last year the Children's Theater used nearly 17,000 youngsters in its productions which played to audiences made up almost exclusively of children and totalling well over 10,000. It is interesting that the number of actual players greatly exceeds those merely attending the shows. This is accounted for by the fact that the director finds a place for every child that tries for a part, even if it means writing in an extra character.

The Junior Museum affords opportunity for children from the first grade through high school to acquire instruction in a score of crafts and skills and to use the excellent facilities of the plant in pursuing their hobbies. The science wing and exhibit room make possible the coordination of school projects with the Museum program of activities by enabling students to view at first hand and often manipulate pieces of equipment or historical items about which they may be studying.

In addition, the Palo Alto Recreation Department also operates another city playground, three school playgrounds, several neighborhood play areas and tennis courts, the municipal baseball diamond, and certain activities in the school gymnasia. Likewise, in addition to its regular routine schedule, the Department also sponsors several special events each year such as tournaments, festivals, hobby shows, contests, and exhibits. The highlight of these activities is the annual Spring Festival which features a pet parade and show that draws several hundred entries. An outdoor pageant is one of the attractions of this event and presents a beautiful costumed cast of three to four hundred children.

Costs

The net cost to the city of Palo Alto in providing this comprehensive recreational program runs around $40,000 a year. Considerable money for a city of only 18,000 persons? Yes, if the taxpayers had to provide that amount it would be prohibitive. Actually, however, the total city tax rate is only ninety cents per hundred! Seventeen cents of this ninety would yield the necessary funds to operate the Recreation Department, but the fact of the matter is that none of the tax money is so used. Palo Alto operates its own utilities department at a considerable saving to the consumers and yet realizes sufficient profit to include this recreation budget along with several other municipally-supported features.

The Future

Those connected with the Department feel that there are still many barren spots in the program that need development. Music, adult crafts, camping, and water sports other than swimming are among these and attention is currently being focused on this phase of the program. Plans are being formulated for the establishment this summer of several camping sites within hiking distance of each other, and all within close proximity to the city. Youngsters will be able to go to one or several camps as they wish or to make the whole circle in about ten days. Arrangements are being made with the Boy and Girl Scouts and the Y.M.C.A. so that the whole program will be worked out on a cooperative basis with the Recreation Department acting as the coordinating agency. All children will be eligible regardless of affiliation with the sponsoring groups Those responsible for the plan feel that it is in keeping with the wartime restrictions on travel and at the same time will afford a camping opportunity to every child in the community.

Movement is also under way for the Recreation Department to inaugurate a recreation program at the Yacht Harbor. This is maintained by the Board of Public Works, but limits its present program to the activities of the Sea Scouts and the Yacht Club, a private organization of boating enthusiasts.

Unlike many communities, visionary additions to the physical plant on a grandiose scale are not a part of this Department's postwar planning. Replacements and rehabilitation of the present facilities are receiving first consideration. While it is anticipated that the demand upon the facilities and Department will be much greater after the war, it is generally felt that the present setup is far from being taxed to its capacity. Thought therefore is being given to ways and means of effecting maximum use of what is now available and to broadening and expanding the program to meet any and all demands, rather than merely building more buildings or developing new areas.

Palo Alto is justly proud of its magnificent recreation plant, made possible largely by the gifts of one of its citizens, Mrs. Louis Stern, and it is likewise justly proud of its low operating cost of approximately ten cents per year for each person served by the Department. It recognizes that this low cost is possible only because its residents are recreation-minded and continue to use the facilities over and over in ever-increasing numbers. It is further aware, however, that with such a community the highest standards must be maintained and only the best will be accepted. Hence its program is in a constant state of flux, changing to meet the demands of the community and to keep pace with the leaders in the field. Only thus, in keeping faith with its patrons, can the Palo Alto Recreation Department hope to enjoy its continued support and maintain its place in a city "where people *like* to live."

The children of Palo Alto know the fun of having their own theater. The importance of a children's theater is everywhere clear. Recently RECREATION has published four accounts of such activities. Two of them, *It Belongs to Them* (Dec. 1941) and *Living Marionettes Take a Bow* (Oct. 1944) go into more detail about the Palo Alto project. Other articles on the subject appeared in the May 1941 and January 1944 issues.

Print by Gedge Harmon

A Program for Thanksgiving

AUDIENCE: *Come, Ye Thankful People Come*

NARRATOR I: We are gathered together to bless the earth's increase, the crops that are gathered, the barns that are full. The good yield of the land—fruit of the sun and the rain and the wind—the hoard of man's labor in the growing season, is stored against the cold and the dark. City and country pause between summer's end and the winter's beginning to give thanks each in his own manner for the gifts of the earth.

NARRATOR II: It is no new thing that we do. From the time when the memory of man runneth not to the contrary, the peoples of the earth have honored the season of harvest with customary ceremonies, with laughter and songs, with dancing and with praise.

AUDIENCE: *We Gather Together to Ask the Lord's Blessing*

TABLEAU I: Jewish family eating a ceremonial meal in a sukkah made of boughs and decorated with leaves, flowers and fruits.

NARRATOR I: Out of the East came the Hebrews —old in sorrow and suffering while yet the land that we call home was a dream—rich in ceremony and ritual. On the fifteenth day of the seventh month, the month of Tishri, comes the Feast of the Tabernacles, the Feast of Ingathering or Succoth. Citron and a young shoot of the palm, three twigs of myrtle and two willow branches have been, from time immemorial, symbols of that ancient command,

NARRATOR II: "Thou shalt observe the Feast of Tabernacles seven days, after that thou hast gathered in from thy threshing floor and from thy winepress."

AUDIENCE: *Russian Harvest Hymn**

TABLEAU II: A farm wagon hung with wreaths made of corn and flowers, with wheat in the center. The wagon is full of hay or cornstalks surrounded by scythes and rakes decorated with ribbons and flowers. Conspicuous in the center is the Baba. Young men and women in peasant costumes are grouped around the wagon. A group of children bring up the rear.

NARRATOR I: Old, too, when America was still unknown were the ceremonies of ancient Bohemia and Hungary — those ceremonies of rejoicing that the seed had brought forth an hundredfold.

NARRATOR II: When there was but one sheaf left standing in the fields, the workers of Czechoslovakia dressed it as an old woman whose name was called Baba and, with singing and dancing, with wreaths and rejoicing, carried her upon a wagon decked with flowers and ribbons to the home of the landlord where there was a mighty feasting.

*See *Thanksgiving Book*, National Recreation Association, $.25.

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AUDIENCE: *Round the Corn Stooks* *

TABLEAU III: In the center stands the Quail. Four men in peasant costume hold by hands and feet a girl similarly dressed and swing her over the stack.

NARRATOR I: To the north lay Poland, land of legend and history. The Polish peasants, too, saved the last stack of wheat. It, they divided into three parts, and each part was braided and the three braids were tied together to form a tripod. This was the Quail. Beneath it the ground was covered with a cloth of pure flax linen which held three symbols of the earth's increase—a loaf of bread, a handful of salt, several copper coins. The harvesters, in symbol, ploughed the ground, swinging a young girl who had finished her first season in the fields above and around the Quail.

AUDIENCE: *We Plough the Fields* **

TABLEAU IV: From a moon, slightly left of center stage, flowers of various kinds and colors are dropping toward the earth. A woman, at stage left, holds out her hands toward the flowers. A man, holding a young boy by the hand, stands in an attitude of reverence and awe at the other side of the stage.

NARRATOR II: On the fifteenth day of the eighth moon all China celebrates the fruition of the year's work in the fields. On that day the shops are full of food fashioned in circles and decorated with symbols of the moon. For is it not the moon goddess that has wrought the work? The harvest is in and at the fall of the dark, so 'tis said, flowers will drop from the moon to the earth bringing to anyone who sees them good fortune throughout the coming year.

AUDIENCE: *Corn Grinding Song* *

TABLEAU V: An Indian boy kneels beside a mound from which a green shoot of corn is growing.

NARRATOR I: Many years before the wind-blown Mayflower reached her rockbound haven, before Sir Walter Raleigh established his hapless colony of homesick Englishmen on Roanoke Island in a new found land, Hiawatha, challenged to wrestle by a young man with "plumes of green falling over his golden hair" fought with Mondamin and, on the third day, overcame him as it had been foretold.

NARRATOR II: Hiawatha buried the challenger "where rain might fall on him and the sun might warm him," and tended his grave till a small green shoot appeared.

NARRATOR I:

And before the Summer ended
Stood the Maize in all its beauty
With its shining robes about it
And its long, soft, golden tresses.

AUDIENCE: *Alleluia!* **

TABLEAU VI: A Pilgrim family seated with an Indian chieftain around a dinner table giving thanks.

NARRATOR I: For that maize that kept them from starvation, and for other blessings, the new colony of white men in their new England declared, when the colony had survived three bitter years of suffering, a day of public Thanksgiving.

NARRATOR II: Their companion, Elder Brewster, looking with seeing eyes into the future had admonished them of their responsibilities, for they were men with the feel of history about them.

NARRATOR I: "Blessed will it be for us, blessed for this land, for this vast continent. Nay, from generation to generation will the blessings descend. Generations to come will look back to this hour and these scenes of agonizing trial, to this day of small things, and say: 'Here was our beginning as a people. These were our forefathers. Through their trials we inherit our blessings. Their faith is our faith, their hope, our hope, their God, our God.'"

AUDIENCE: *Sing to the Lord of Harvest*

TABLEAU VII: George Washington seated at his desk, signing his Thanksgiving proclamation.

NARRATOR II: And when the colonies had grown to thirteen, had fought their way to indepen-

(Continued on page 388)

Thanksgiving Day 1945 will be a time for special rejoicing. People everywhere will give thanks for the ending of the war, and some communities will wish to mark the day with ceremonies of particular significance.

A Program for Thanksgiving is designed for easy production. It requires no elaborate or expensive planning and few rehearsals. The music suggested was chosen because it is easily available. Other appropriate songs or hymns may be substituted at the discretion of those in charge of the production. Costumes and settings may be simple or more elaborate, depending upon local facilities.

**Thanksgiving Book.*
***Singing America,* National Recreation Association, $.25.

How Does Your Library Grow?

FOR BETTER OR WORSE, reading habits are formed early in life. It is fairly easy to help a child distinguish between "trash" and good reading. But the line between the book that is not-quite-good-enough and the book that combines excellent text, intriguing illustrations and good bookmaking into an exciting experience is sometimes very fine indeed. For no age group is this more true than for the pre-school-through-second-grade youngster. Before young Johnny is able to read for himself he will more often than not form an attachment to a book because of its pictures. Eventually he will entice some unwary adult into adding the author's words to the pictures. But by that time, if the words are silly or false or inadequate, it will be too late to wean him away from the volume. The illustrations will already have gotten in their subtle work. So, it is important that the part of your library accessible to the youngest children be excellent *all the way through*.

There are, perhaps, no books for this age group that are—to use a word more frequently applied to books of a generation ago — "vicious." But, there are far too many that depend upon excellent pictures to carry a dull or overly sentimental or silly text.

On the other hand there are — and the heavens be praised for it — an increasing number of the "Right Kind" of books for the up-to-eight child.

Awards and Winners

In June two such books received special awards. To Robert Lawson went the Newbery Medal for *Rabbit Hill*.[1] Little Georgie and Uncle Analdas, Red Buck and Willie Fieldmouse and Phewie the Skunk (who controls the small animals of the Hill by a mere arching of his tail) are, perhaps, somewhat reminiscent of the *Wind in the Willows*. But *Rabbit Hill* is pure Connecticut, and the adventures of its animals — large and small — are their own. The mixture of fact and fancy which somehow produces a convincing air of naturalness in both story and pictures is the essence of Robert Lawson's writing for children. Adults will read *Rabbit Hill* sometimes with a laugh, sometimes with a catch in the throat. Children who hear it and see it will find that they have a whole list of new "friends."

The Caldecott medal for "the most distinguished American picture book for children" was awarded to *Prayer for a Child*[2] by Rachel Field. The illustrator, Elizabeth Orton Jones, has just done the pictures for another prayer — *Prayer for Little Things* with text by Eleanor Farjeon[3]—and had, not long before, collaborated with Jessie Orton Jones on a collection of quotations selected from the *Old* and *New Testaments* and titled *Small Rain*.[4] Here is a trio of books whose text and illustrations meet on the common ground of sincerity and interest and importance. Both authors and illustrators have much to say to the very young child about his daily habits, his contacts with the world around him and his responses to that world and the people in it. Yet there is none of the "preaching" or grown-up moralizing usually guaranteed to alienate a child's interests. In all three books the text and the pictures complement each other with a finesse that never loses sight of the age and the interest of their "readers."

More Books of the "Right Kind"

In a less serious vein the picture story of the *Little Red Hen*[5]—heard with delight by succeeding generations of children—has been retold by Helen Dean Smith as she remembered it from the version of her childhood nurse. Very young boys and girls who have access to this retelling of the adventures of the hen and her family will repeat the happy experience of their older brothers and sisters and cousins and aunts.

Youngsters who have already started to school will enjoy the doings of *Valery*,[6] the calf who came to live with the Whipple family; who pulled the teacart into the living room for afternoon tea, occupied the best upstairs bedroom and refused to come down until she learned to use a sliding board the boys had rigged on the stairs; and carried on many other antics not usually associated with her kind. *Valery* has something of the quality of the Peterkin Papers and both for its text and its pictures is worth a place on the library shelf.

For poetry reading in story hours *Very Young Verses*, compiled by Barbara Peck Geisner and

1. Viking, New York, $2.00.
2. Macmillan, New York, $1.50
3. Houghton Mifflin, Boston, $.85
4. Viking, New York, $2.00
5. Houghton Mifflin, Boston, $.85
6. By Elizabeth Mallett Conger—Henry Holt, New York, $2.00

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Antoinette Brown Sutor,[7] is a valuable asset. The poems which make up this volume have been very carefully selected and tested on groups of pre-school children. Many of the selections included in the anthology are fresh and unhackneyed though, (and, of course quite properly) many of the old favorites are "among those present."

Most children, before they have learned to look upon reading as a chore that they must "manage somehow to get through," are fascinated by books. If they have access to the best during these years when they cannot choose for themselves, when they must take what is given them, they will be more ready to accept later the idea that reading is fun. Furthermore, they will have acquired a solid foundation of good taste that will serve as a guide when they come to choose their own reading matter later on.

Books as Program Tools

"Books, can and should have a definite and important place in any recreation program." That statement looks, on the face of it, like a truism; and in one sense it is obvious to the point of absurdity. But, in another sense, it is not so absurd. There is, probably, no recreation center—summer or year-round—that is entirely lacking in reading matter pertinent to the recreation field. There may be, however, a department here and there which is not making the most effective use of books in the program; that has, perhaps, missed out on the functional (to use that currently harried and over-worked word) use of printed materials.

The approach of Children's Book Week (Nov. 11-18, 1945) is as good an excuse as any for taking stock of possibly unused resources lying at hand. Take for instance — and at random — the Holiday House publication, *Forest Patrol.* Here is an unsuspected mine of information for the nature program. The book is a story of a year in the life of a young boy who wants to be a Ranger. It has a good, exciting plot and well-drawn, "real" characters. *And* it is full of data about the animals and plant life in national forests, about fish and birds, about conservation and forest fire prevention. It could be adapted by a good story-teller, used almost as a sort of text book for a nature program, and serve as inspiration for craft and drama projects. This is only one of numbers of similar books published each year which could become as integral a part in the planning of a recreation program as the more familiar handbook on this and that.

The difficulty is that few recreation leaders have the time to go through the masses of volumes that stock up each year to find the "functional" books. Fortunately, that isn't necessary. For there are many and varied aids—many of those "resources" of which we hear so much and so often.

There is, first of all, the local library (school and public) and the local bookstore. These, because they are on the spot and may be expected to know or to be willing to learn something of the local program, should be the most valuable and helpful of all the available resources. But librarians and bookstore-keepers are not, unfortunately, all eager believers in the recreation movement. Nor are they all authorities on all the books that are published. To use or not to use them is a local problem, to be decided on the basis of experience. (Incidentally, the recreation leader may have an opportunity to do a first-rate job of interpreting the program in such contacts as these.) Many of the new genus of librarian, however, tends more and more to look to the community; wants to make the library a cooperating part of the whole body of community services.

If it is necessary to go outside the local community there are an increasing number of annotated and selective bibliographies available free or at low cost. Such bibliographies are listed periodically in the *Calendar* published by the Children's Book Council, 62 West 45th Street, New York 19, N. Y.

There are in addition all kinds of book exhibits available at small cost which could be incorporated into the recreation program. This material, too, is listed in the Council's valuable *Calendar.*

Children's Book Week itself—when booksellers and librarians all over the country are emphasizing books for youngsters—presents, annually, opportunity for looking over the latest selection of books published in the interest of young readers. And this same sort of opportunity may be found in some communities where book fairs or book displays are held periodically.

Books are something more

(Continued on page 389)

Children's Book Week will fall this year on November 11-18. Consequently, this is perhaps an especially appropriate time to focus attention on the importance of books in the recreation program. The material on these pages suggests some books that boys and girls might miss if left to themselves, as well as some resources for information about books available to the recreation leader.

7. Houghton Mifflin, Boston. $2.00

A Summer-Time Play School

By KATHERINE R. STROUD
Staff Assistant
Chicago Housing Authority

WHEN THE SCHOOL bell rings for the last time, and the long summer vacation begins, it is not quite the unqualified blessing for children that verse and story would have it—particularly in a crowded urban district. Boys and girls accustomed to spending most of each week at school, where work and play have been carefully planned and provision made for a variety of recreational activities, find themselves suddenly on their own when summer comes, and in search of things to do with their unaccustomed leisure hours.

Nor are the mothers of these boys and girls entirely pleased with the situation. They want their sons and daughters to have the needed change, but they worry about what their children are "up to," yet cannot spare the time it would take from household chores to supervise their play.

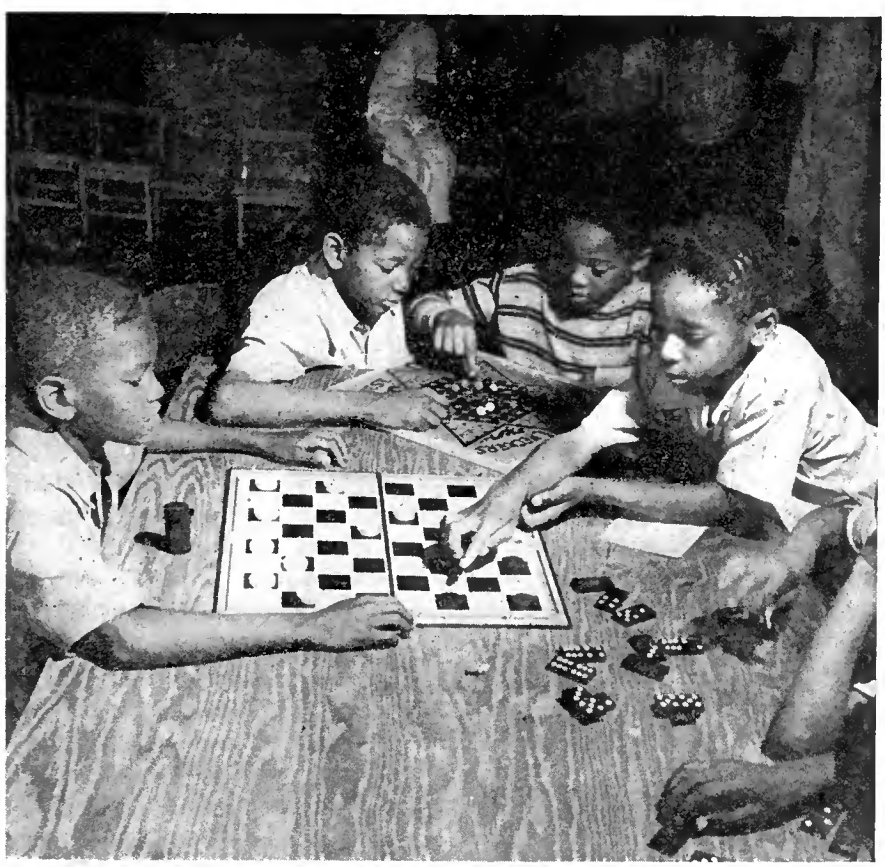
Mothers Turn Planners

It was a group of mothers with ideas like these running through their heads who sat down and planned a successful summer play school at the Robert H. Brooks Homes in Chicago. "Brooks" is a war housing development operated by the Chicago Housing Authority, and has a total child population—counting all under the age of eighteen as children—of more than 1,500.

Planned as a low-rent, slum clearance development, Brooks was converted to war housing when the war intervened, shortly after construction had begun. It is situated in the heart of a blighted district, on the city's west side, and across the street from the Jane Addams Houses. Parks are remote, and the only sizeable play space within easy reach is the playground area surrounding the community center, plus "play lanes" scattered through the development — actually streets which have been shut off from through traffic in order to add to the available play area. There are, in addition, the grassy front and back yards of the individual homes which are perfect for small children but not big enough for the older ones who like to play games in large groups.

A considerable number of the Brooks children were eligible for and enrolled in all-day care programs, since their mothers were engaged in war work. But the majority of mothers had more than one child and spent full time at the homemaking job, with the result that their youngsters were ineligible for such services. There was, therefore, a

Quiet games for the older children



real need for some sort of summertime recreation program for Brooks' younger generation.

On the playground

"Professional Help"

The mothers who launched the play school project did not do it entirely unaided, though the initial ideas were theirs. They got sound advice and direction from the recreation counselor on the staff of the housing development—a person trained in group work techniques, and with special experience in working with children. It was agreed that the play school should use all the facilities of the community center, a pleasant red brick building containing a large auditorium on the first floor, (which could be cut in two by folding doors) and a smaller club room on the basement level. With these physical arrangements, three groups could carry on various activities simultaneously, without disturbing one another. Since they could get guidance from the trained counselor, the mothers decided it would be possible to staff the play school from their own numbers. They figured that three adults would be needed to keep things running smoothly each day, and eleven mothers volunteered to take turns as leaders. This way, the burden would not be too great on any one person.

Program and Finances

Then they talked of what the daily program ought to include, aiming at enough variety to keep things interesting, yet trying not to tackle anything so complicated that they could not handle the supervision. Eventually they chose, as major activities, arts and crafts, folk dancing, reading and storytelling, "quiet" games such as checkers, dominoes and the like, plus outdoor play. Then, like the prize in the box of Crackerjack, they threw in tours, one a week, to some point of interest—museums, parks, zoo.

The folk dancing lessons brought up the subject of finance, since there was no volunteer who could do the job. They decided to charge an enrollment fee of fifty cents, part of this to cover pay for a dancing teacher, and the rest to go for books and needed arts and crafts equipment. Hours were to be from 9:00 o'clock each morning until 12:30, and play school would be in session Mondays through Fridays for five weeks. On tour days, the children were asked to bring a picnic lunch from home, plus car fare. Otherwise, there were no extra charges.

After a little publicity, the play school had an enrollment of 103 boys and girls between the ages of five and thirteen years—the limits they had set in advance—and total working capital amounting to $51.50.

On a typical play school day the program went pretty much like this: roll call and general announcements for the day, followed by much noise and activity as everyone helped enthusiastically with putting away the folding chairs. Next the younger children had arts and crafts—water colors and crayons were the most popular media with this age group—while the older boys and girls played at the "quiet games." After about an hour,

the younger children went out to the playground, to use the slides, swings, teeter-totter, and to play simple games. Then the rest of the boys and girls had their turn at making scrapbooks, weaving lanyards, and other crafts. When the smaller ones returned, the older boys and girls went out to play —baseball, tag or other games, as they chose. Meanwhile one of the mothers read aloud to the younger group until time for dismissal a little ahead of the others. The last period of the day for the larger boys and girls was reserved for reading, games, or whatever similar occupation they chose.

The reading program was probably the most unusual feature of the play school. In selecting the books to be used, emphasis was placed on choosing those which had merit from the racial and minority viewpoint. Because all of the families who live at Brooks are Negroes, and because parents, in many cases, have not had the training which would fit them to supervise and select reading material for their children, this was a particularly worthwhile effort. Unfortunately, there has been a dearth until very recently of children's books about Negroes that did not fall into the "Uncle Tom" or "Little Black Sambo" pattern. With help from the librarian of a near-by branch library, however, an excellent assortment of children's books was found—stories which presented Negro children and their families in normal fashion, did not perpetuate stereotypes of the Negro race, and were well written. Other books were aimed at developing better understanding between cultural and racial groups. The books were popular with the children, as well as important in contributing to their improved social understanding.

On the days when folk dancing was a part of the program, some of the other activities were eliminated so that both the younger children and the older ones could have an hour of dancing. Those between the ages of five and seven thoroughly enjoyed their dancing hour, doing the steps in time to familiar tunes, learning the words to simple new ones, and giving expression to their sense of rhythm. One of the mothers accompanied them on the piano while the teacher danced along with the children, conducting the class in very informal fashion.

The older children, particularly those in early adolescence, were much more difficult to handle when dancing hour came around. If the dancing teacher asked the recalcitrant youngsters whether they would like to be excused to join the arts and crafts group, or play at some other game instead of staying in her class, they would invariably protest their desire to remain, though there was no compulsion whatever about it. But the next moment they would again be hanging back, poking fun at one another, and making general nuisances of themselves. At that age, the pattern of boys and girls separating from each other and going off into two distinct groups made it extremely difficult for the teacher to get them to enter into the spirit of any kind of dance, and she was usually completely exhausted after the battle of wits that took place before the hour ended. In spite of it all, they seemed to enjoy it.

"Tour days" were the children's delight, and mothers cooperated splendidly by acting as escorts. On these days, enough mothers would go along so that each had responsibility for no more than ten children—counting noses when they got on and off trolleys, trying to keep track of all belongings, and so on. Four tours gave the children a chance to see the Field Museum, the Museum of Natural Science and History, the South Side Art Center, and Lincoln Park—with accent on the Zoo!

The last week of the play school, "graduation exercises" were held in place of the tour, so that parents could see what the children had been doing. There were exhibits of the lanyards that had been woven, the decorated flower vases, and the scrapbooks, and there was a program of folk dancing, community singing, and a playlet — written and directed by one of the mothers who had served as a play school leader. More than a hundred parents came to the affair, and many of them hunted up the management representative to tell him that they wanted play school repeated next year.

Debits and Credits

In evaluating their program, the leaders felt there were certain shortcomings which next year might be avoided. One of these shortcomings, they thought, was the failure to provide any refreshments during the three and one-half hour morning session. When the play school was in the planning stages, it was thought that penny milk could be secured. Then, too late to make other plans, it was learned that no penny milk was available during summer months, at least not for groups such as this. From 9:00 in the morning until 12:30 is a long stretch for young children to go without food, especially when they are taking strenuous exercise a good share of the time. The leaders felt that it probably would have been best to charge an en-

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What They Say About Recreation

"ONE WAY to see that a boy or girl has a good social circle of book friends is to see that he owns good books. The world is full of cheap and empty books and children readily get a taste for them; unless better ones are provided, how are they to know that the others are not so good?"—*May Lamberton Becker.*

"We distinguish regional planning as a means of binding society into a distinct order of wholesome living organism. We understand that it offers itself in every way as a contribution to the betterment and happiness of human life."—*Karl B. Lohmann* in *Regional Planning.*

"The wiser task of science is to enhance life rather than to prolong it."—*Lord Horder.*

"The inertia of people is responsible for stagnation and for not creating all that is rightfully ours, and our cities are ugly because men have made them so; they are the result of no planning and of a disinterested citizenship."—*C. R. Morrison* in *Parks and Recreation.*

"The great inadequacy or even utter lack of health and medical, social, and recreational services for children in many of our boom towns and industrial cities is more characteristic of an early pioneering society than of a settled and prosperous nation."—*Martha M. Eliot.*

"For a city to invest heavily in a plant to take care of children and not use it after school hours or during the summer, while the children are subjected to the hazard of playing in the near-by streets, is shocking."—*Stanley M. Isaacs.*

"The problem of craft today is so complex that its answer will be found at the root of our whole social structure. . . . Craftsmanship has a stake in Democracy, Democracy has a stake in Craftsmanship."—From *The American Craftsman.*

"It is our business to help pupils develop hobbies and improve their skills and technics which they may use in recreational activities."—*Strong Hinman.*

"We always choose happiness for its own sake and never as a means to something else."—From the *Ethics of Aristotle.*

"Let us not forget that the truest reason that we dance, the only real reason, is that in dancing with unconscious pleasure we are restoring a balance within ourselves, a balance between reason and emotion. . . ."—From *The Country Dancer.*

"Craftsmanship to me is the making and designing of a useful and beautiful object in one creative operation."—*Maurice Heaton.*

"Fitness, in the last analysis, means a way of life designed to produce the maximum of efficiency and contentment both for the individual and the community."—*Arlie V. Bock* in *Hygeia,* May 1943.

"Dancing and building are the two primary and essential arts. The art of dancing stands at the source of all the arts that express themselves first in the human person. The art of building . . . is the beginning of all the arts that lie outside the person; and in the end they unite."—*Havelock Ellis* in *The Dance of Life.*

"The sense of humor is the oil of life's machinery. Without it the machinery creaks and groans. No lot is so hard, no aspect of things is so grim, but it relaxes before a hearty laugh."—*G. S. Merriam.*

"For a hobby to be effective in our integration, it is probable that its motivations must be largely unconscious. This is perhaps another way of saying that recreation must be spontaneous to be enjoyable."—*Karl* and *Jeanetta Menninger.*

"I found out that although one may not become as learned in shopkeeping as by going through Harvard University, one may become wiser than some of the men who go through Harvard, if wisdom means having the things you know or have learned permeated with love and sympathy and understanding for your fellow men."—*Edward A. Filene* in *Speaking of Change.*

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Singing in the Rain

IT WAS RAINING HARD at 7:45 P. M.—a cold, wet rain beaten by an east wind that soaked into the very bones and marrow. Topcoats were soggy and feet were dull-tired with the extra drag of rubber. You'd think it a fine night to spend before an open fire—if you had one—or nursing a sizzling radiator with a good book or your favorite radio program for company. That's what anybody would think. But there were at least 175 people in New York City who thought otherwise.

There is a pleasant room on the fifth floor of New York's City Center. A concert grand piano on a platform at one end of the room faces an organ at the other. Here at 8 o'clock a group of people have gathered, come rain, come shine, every Monday evening for the past three years. They are a heterogeneous group. There are many races represented and many age levels. An unshaven man in a tattered sweater and a shirt that has definitely seen better days sits beside a lad whose tweeds are obviously imported and hand tailored to special order. College girls with the latest in "long bobs," school teachers, doctors, lawyers, clerks are there. An Army captain whose tunic is heavy with decorations and campaign ribbons, a line officer of the Navy, the lame and the halt have ignored the adversities of storm and "other engagements." This is a motley crew. They seem, as they stand or sit around, to have little in common. They have in common one increasing purpose. They have come together to sing. For this is the regular rehearsal of the Collegiate Chorus of New York City.

The chorus was begun three years ago by Bob Shaw. He is a young man filled to overflowing with that indefinable quality that is leadership. The chorus is "his baby," as one of the members of the group put it. It is part of a dream—a dream to set America singing with artistry and fine musicianship.

The 175 members of the group—including Bob Shaw and "Bill" the accompanist—are amateurs. They are not beginners at the art of making music. Many of them make their living in some musical activity. But they are amateurs in the true, derivative sense of the word, for they are *lovers* of the art they practice. They are, incidentally, "non-professionals" when they sing in this group, for no one of them receives any payment for participating in the chorus. Each of them, in fact, pays dues of $1.00 a month and buys his own music to boot. Membership is open to anyone who can pass the fairly rigid tests set. The chorus is run on strictly democratic lines. An audition committee chosen from and by the group judges the voice of anybody who wants to join. If a candidate for membership passes this first test, he must take a written examination designed to give evidence that he has a sound knowledge of music in general. He must also satisfy the group's representatives that he is interested in the chorus and that that interest is not a mere flash in the pan.

This care in selecting members has paid off in quality and in performance. Little time is lost in rehearsal because of ignorance or slackness. There is little fooling, none of the horseplay that so often goes along with less well-disciplined groups. Nor is this discipline imposed from without or above. It comes because each member of the chorus is concerned to prepare for a finished performance. The slight, young, dynamic, quiet director is lord of the rehearsal. A clap of his hands, a word or two, a nod of his head is enough to set his 175 fellow singers repeating again and again a phrase whose tempo or meaning or harmonic line is less clean than it should be. For Bob Shaw is a perfectionist. What is more, he is a perfectionist who knows how to get the peak performance he is after without driving or ranting or relying upon those tricks of "temperament" which so many lesser directors feel they must use.

This counsel of perfection is, perhaps, the thing that is the most distinguishing characteristic about the group. For they all partake of it in some measure. They are not satisfied to slide by—to do less than justice to the composer whose musical forms they are clothing with reality, no matter how fleeting. Their faces and their bodies are informed with eagerness to interpret all the values inherent in the score. There is no question that they like what they do. Each one of those 175 people was working like the proverbial dog, and each one was "having a wonderful time."

There is nothing pedantic about the group. The whole canon of choral music — "classic" and "modern" — is grist to their mill. And they are adding to that canon for they have commissioned

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A Museum for Your Children

By JOHN RIPLEY FORBES
Director
William T. Hornaday
Memorial Foundation

A LARGE MAN dashed from a Brooklyn subway station right into a group of children, scattering a strange assortment of things all over the stairs. As the children picked themselves up one little girl was crying. She had broken her bug-collecting-jar and scattered butterflies all over the place. A tall, freckled-faced lad shouted angrily that his butterfly net was torn. A laughing crowd began to collect as two youngsters dashed about trying to catch a large, slippery bullfrog escaped from an overturned box. Questions from very curious adults soon established the fact that the expedition, so effectively upset, was on its way to the Brooklyn Children's Museum after a busy day in a nearby park.

To most of the adults who watched this subway drama, the children's museum was an eye-opener. City youngsters carrying bugs, frogs, and even snakes from the country was something new under the sun! Most of *their* children took their recreation at movies or by playing games in the busy city streets. Yet here were boys and girls playing in the city a thrilling game of explorers. This was something worth looking into.

In recent years the fortunate children in some cities have had a wonderful kind of recreation at children's museums. Don't let the word *museum* fool you! You can be sure it doesn't scare the children who participate in droves in museum programs.

The New Museums

The old type museum with its hushed atmosphere, its shelves and shelves of specimens, its crowded and ponderous exhibits with long and boring labels is dead as the dodo. In its place are wide cases—colorful and informative—designed to serve the needs of even the youngest visitor. Boys and girls come by the thousands to programs based on exhibits changed so often that one visit naturally leads to another.

Nature lore is the foundation of the children's museum program, but the child explores many other fields, especially social science and history with their study of foreign lands. The child learns to appreciate what is fine in the culture and lives of other people regardless of race, creed or color. Children from six to sixteen can develop a natural interest in the arts and sciences, and through this program they come to know serious study in the guise of fun.

Perhaps one of the strongest reasons for the success of children's museums is that the program places a minimum of restriction on the youngsters' activities. Much that goes on is the result of the child's own desire which brings about a spirit of cooperation and gives the youngster a true feeling

Snakes can be pets!

Courtesy Children's Museum of Boston

Produced by Microsoft ®

of responsibility. This is his museum and the success of its program is up to him. Children respond well to this freedom and take great pride in *their* museum.

Young visitors need no urging to take part in the activities. The program is a continual source of fun and exploration which holds the child's interest, not for one visit, but for months and years. The child's love of living creatures, his interest in nature, his desire to collect things and his delight in clubs are all used with remarkable results.

Courtesy Detroit Children's Museum

A museum game

Clubs, Games and Treats

In the clubs children carry on outdoor activities, getting acquainted with birds, animals, insects and flowers in their native haunts. With field glasses, butterfly nets or geologist's hammers some boys and girls explore the great outdoors. Others delve into the unusual customs and the activities of people from other lands. Or a club program may develop skill in painting and craft work or newsgathering and printing. The subjects covered range from Indian lore to photography, take in anything that interests "live-wire kids."

Games are played by children of all ages. The most popular is the treasure hunt. Clues take the children all about the museum and at the end of a most exciting chase there will be a treasure that any child would love to own. This game is so popular that children come every time it is played and every time a new set of clues makes the chase a new experience.

On Saturdays the museum auditoriums usually have a special treat in store for the young visitor and long lines of children

Audience at a Saturday morning treat

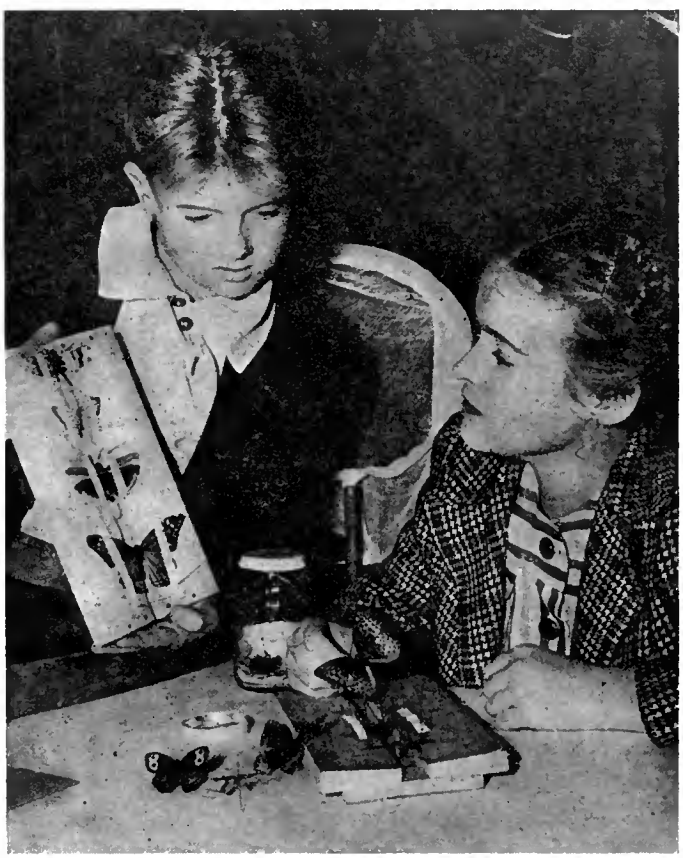
Courtesy Geneva County (Alabama) Colored Children's Museum

are on hand early, many of them carrying lunch for they plan to make a day of it. A children's play may be the attraction, or some explorer from the Arctic or from some tropical island may tell the children of strange and interesting places. Motion pictures about various subjects are always popular, and frequently the children through their clubs (such as their dramatic club) may put on their own entertainment. Story hour for the tots is held in a small room, so the little folk who come with the older children will have their fun.

Responsibilities

Being a museum guide and wearing the junior guide arm band is much desired as an honor, and outstanding youngsters may be seen taking other children and adults about the museum.

The children also have their own museum with various officers—a kind of museum within a museum — and all exhibits and programs of this junior museum are the work of its young curators. To be on the staff is perhaps the greatest honor a youngster can receive and there is much enthusiastic competition for it.



Courtesy Children's Museum of Boston

Mounting butterflies—the "right" way

The Lame, the Halt and the Blind

Handicapped children are given skilled attention and many thrill to the museum's wonders as curators and junior museum guides push their young charges about in wheelchairs and hospital carts. The blind are able to handle exhibits and through their sensitive fingers emerge from darkness to explore a thrilling new world.

The benefits of this educational and recreational program are open to the young visitor from a home of poverty or a home of wealth and while the greatest work is perhaps done with the underprivileged child there is no discrimination and any child will find the door open and an atmosphere of encouragement and understanding within.

Informality and Fun

Formality and the stuffy dignity of the old type institution are gone forever. Children lie on the floor, coloring outlines of museum exhibits; play exciting museum games; fondle live animals in the Live Museum; generally have fun. The merry sound of young voices in all parts of the building is welcome, for the age of whispering is past. The military-looking watchdog of the old fashioned museum has given place to curators and attendants eager to answer all questions, to inform and entertain the young visitors.

History

To many people a children's museum is something new in spite of the fact that the first such museum was established in Brooklyn, New York over forty years ago. Miss Anna Billings Gallup, Director for thirty years, made this remarkable museum one of the most vital children's organizations in Brooklyn. It was not long before people in other cities began to notice what was going on in Brooklyn. The "museum lady" and her progressive children's work were the subject of much speculation.

Boston opened the second children's museum. Indianapolis, Detroit, Minneapolis, Hartford, Palo Alto, San Francisco, and other cities over the nation soon followed until today there are

thirty-five such vital children's centers. Many of the larger adult museums throughout the country —seeing the value and need of such work—now have active children's departments or little museums within their walls carrying forward the same fine work.

Evaluation

Some idea of the interest of children in this recreation activity may be seen when we realize that two hundred thousand youngsters visit and take part in the activities of the Boston Children's Museum each year. In Brooklyn, Boston, and Indianapolis children's museums have been established long enough to show how much influence their program has on the lives of their youthful visitors. Thousands of youngsters have had a great new world opened to them. Many have developed exciting new hobbies and interests. Some have even found their life work through these programs. For example, one child active in a museum science club is now a well known physician in New York City. Another lad who enjoyed his hours in a press club is a prominent journalist in Boston. Still another followed through on an interest in nature club activities to become an ornithologist and museum director. And so the list goes. The program gives new meaning to life for thousands of youngsters.

Living Memorial

Perhaps your community is seeking a fitting memorial to its men and women who have died and are dying in this second World War. A museum dedicated to a more meaningful life for boys and girls seems, somehow, a singularly appropriate monument to the young men and women—themselves so lately among the ranks of boys and girls—who have given their lives that chidren everywhere might enjoy a full and free life in a free world.

What About Small Communities?

A children's museum can be established in a rural community of 800 people as well as in a large city of 100,000. In rural areas, through the medium of a traveling program, a museum can be brought to the most isolated region. In small rural towns school boards can make it possible to operate such a program on a county-wide basis with one museum serving communities many miles apart which might otherwise be unable to finance such a program. Where population is greater, each town or city can have its own children's museum. In some places branch museums may serve children in distant parts of the city.

Organization

The first step to be taken, if your community desires to establish a children's museum, is to form a committee of enthusiasts who will contribute time and effort and find the necessary money. Usually a series of informal conferences are held between an active leader and those people most interested in the children of the community. It is most important that the leader in any effort to start a children's museum be enthusiastic about the project and able to devote a great deal of time to it. After a series of informal conferences, a general meeting should be called to outline the organization and determine the active parts that each person is to play. It is very necessary that your school authorities, Boy and Girl Scout and Camp Fire leaders, social and recreational leaders, clergy, civic club and women's club representatives, all be asked to take part in this project. You will find garden club members enthusiastic and the PTA is certain to be interested. From the beginning an effort should be made to enlist the active participation of community leaders.

You will need a museum director or other person familiar with the practical side of museum operation as a speaker at your big organizational meeting. If you can get someone who has been instrumental in getting children's museums started in other cities, or someone who has dedicated himself to the task of carrying this movement into other places, so much the better. Miss Anna Billings Gallup, former Curator-in-chief of the Brooklyn Children's Museum who now lives at North Stonington, Connecticut is always eager to help in any way she can. Miss Mildred E. Manter, former Director of the Boston Children's Museum, and Mr. Arthur B. Carr, Director Emeritus of the Indianapolis, Indiana, Children's Museum, are very much interested in seeing the movement advance. The American Association of Museums in the Smithsonian Institution at Washington has a Children's Museum Section, and Mr. Laurence Vail Coleman, Director of the organization, is glad to cooperate on new projects.

Recently the William T. Hornaday Memorial Foundation was organized with headquarters at 121 East 64th Street, New York City, to aid communities in establishing children's museums in

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New York Considers the Needs of Youth

ESTABLISHMENT of a city-wide citizens committee "to formulate a well-rounded, coordinated program" for the young people of the city, is the primary recommendation of a 150-page report released recently by Mrs. Winthrop W. Aldrich, chairman of the Planning Committee of the CDVO-Welfare Council Youth Conference.

The report summarizes the findings of the all-day Youth Conference held at City Hall on January 13 under the joint auspices of the Civilian Defense Volunteer Office and the Welfare Council of New York City, and attended by 800 professional youth leaders and young people.

"Youth itself should be the focus of attention," the report asserts in a note preceding the general recommendations. "Planning should start with the needs of people and not with an attempt to cater to the administrative convenience of agencies."

Declaring that many of the present programs intended for youth do not reach the groups most in need of them, the report emphasizes that great skill should be exercised in making organized activities appealing to young people. Schools, churches, recreation and social agencies should provide leadership which would be in sympathy with youth's desires, the report holds.

The responsibility of adults in promoting the success of youth-serving programs is stressed in the report, which proposes the development of "an understanding and intelligent attitude on the part of adults." It continues:

"Adults can be intelligent about the problems of young people and sympathetic with their striving to resolve them. They can think more about upholding the standards they expect youth to follow. They can do more to overcome their own prejudices and inconsistent attitudes. These are required to convince youth that they are sincere. They must give evidence of a greater confidence in youth, and allow greater freedom to develop character and ability through the exercise of responsibility in the home, school and community."

Highlights from the more than thirty specific conclusions of the report include the following:

Health

School health examinations should be more thorough and purposeful. More time should be allowed for the examination itself and for the follow-up, especially to answer questions that may be on the minds of young people. Guidance service, including psychiatric help and instruction in mental hygiene, should be provided.

Venereal diseases should constitute a part of the subject matter taught in connection with the communicability and prevention of disease. The content and method of instruction of this subject in the schools should be worked out in consultation with the Department of Health and other agencies.

Industry should assume responsibility for the health and safety education of its young workers.

Recreation

The neighborhood should be stimulated to assume leadership in formulating an over-all plan to meet the recreational needs of youth.

New patterns of recreational activities should be developed with a view to attracting persons and groups in need of such programs and now unaffiliated with recognized recreational agencies.

Opportunities for promoting better inter-group relationship should be used more extensively in recreational activities.

Methods should be developed by which young persons share with adults the responsibility for program planning and policy making.

More effective ways of recruiting, training and using leadership should be sought and experiments made with this end in view.

Education

Classes should be small enough to permit teachers to know their pupils. Teaching procedures should be based on an understanding of children, and should utilize the creative energies of teachers.

Young people need to feel that their parents and their teachers are working together. Such a feeling gives a sense of security to values and goals. Steps should be taken to develop useful and active parents' associations in all communities.

The extension of work-study programs as well as the development of other types of work experience should be considered.

Jobs

Youth's opportunity for jobs in the postwar period depends, for the most complete and satis-

(Continued on page 390)

Community Recreation Center Quiz

Here is a quiz on community centers which we hope will answer even your $64 question! We asked the questions of Miss Marion Preece, Supervisor, Department of Municipal Recreation and Adult Education, Milwaukee Public Schools, and in her answers she provides a wealth of practical information on a subject about which little has been written.

The questions touch on all phases of community center operation in school buildings, and Miss Preece discusses in particular some of the problems which a group faces in organizing and operating a community center program.

Q. I represent a small committee just organized to secure the establishment and operation of one or more indoor recreation centers in the schools of my community. Our population is 40,000, and I believe that the school board will make school facilities available for recreation center activities and that city or school funds will be provided to finance these centers, provided my committee can present a sound proposal to the local authorities. We are thinking of running two centers. Does our population justify two centers?

A. Cities much smaller than yours are running successful centers. It is wise, however, for you to start with one and then expand. Open one building for one season. There are many questions to be considered.

Q. If we are to start with one center, should we attempt to operate one in the high school, where there are more facilities and which is more centrally located for the entire community, and then open elementary schools for supplementary activities as the work develops, particularly where this might be needed because high school gymnasium facilities cannot carry the total physical activity load—or could we run a satisfactory center in an elementary school?

A. You can run an adequate program in a grade school, but there are many things to be taken into consideration. It is possible, but not always most desirable. Actually, a high school *is* more centrally located for more people, but you should consider opening one center in the neighborhood which has the greatest need for your program. The high school might be too far removed for a certain very needy neighborhood. Another factor is that the young adolescent group's need for the full high school equipment would not be as great as it would be for the older age group, and it is important to bear in mind the needs of the teen-age group. Most cities have one or more "sore" spots with very great needs. If the type of program you want to put into operation is clear, then your chance for success is much better.

Q. Then you would say that if we open one center to reach the whole community we ought to think of using the high school, but if we want to concentrate on a neighborhood about which we are particularly concerned we could well use an elementary school as a demonstration center and perhaps later expand into other areas?

A. Yes. You should remember that in a difficult neighborhood people are going to expect a lot. The more difficult the neighborhood, the longer you should plan to work on this problem, as immediate results cannot always be expected. Your entire set-up would be influenced by the type of neighborhood. Keep away from the words "bad," "under-privileged," and "delinquent." They are very bad publicity when directed at a definite neighborhood.

Q. What shall I do first? As I said, I am chairman of a committee, and I want to be sure about the steps we take in completing the necessary organization to insure the success of our efforts. What are the first organization steps to take?

A. There are two types of committee which you might organize. You might have a neighborhood committee that grows right out of the neighborhood, which would be very desirable, but you would need also to have a sort of over-all, community-wide committee of interest to citizens whose influence would be helpful in securing the necessary action from local school and city authorities. Methods in developing these committees differ according to conditions, of course.

Q. Then there are two things for us to do. First, to organize the community as a whole to bring the necessary pressure on the city council and the school board to get the money and the use

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of facilities, because we need people with community-wide influence and power to get this favorable action; and second, to approach leaders in the neighborhood to help plan and support the program in an informal, preliminary way, so that neighborhood sentiment can be developed in favor of the center, with the possibility that once the center is open this group can be added to or reorganized, if necessary, as a permanent neighborhood advisory council.

A. Yes. There are two ways the initial committee might start. There might be a spontaneous movement within the entire community or among a small group of interested citizens. You must get the people of influence interested if public funds are to be secured. In addition, you would have to carry on the usual public education program through talks on the radio, before luncheon groups and P.T.A.'s, the support of newspapers and similar channels.

Q. In approaching the school authorities and the city we must have something definite to present to them in the way of program and costs. We must have information on the need for the center and what activities we plan to start there. Are there any activities that you know of as "sure-fire" activities with which we could start—such as physical activities, sewing, dancing? What would you start with to get quickly the broadest neighborhood participation?

A. I think the gym activities are the activities that serve the greatest number, and people accept them as essential. People are sold pretty well on the value of sports and games for children, youth, and adults.

Q. How about social activities?

A. In many cities the opening wedge for the use of the school building within the last few years has been social activities for the teen-age group.

Q. Would you have a game room?

A. Yes—for two reasons: as an over-flow room to relieve the pressure on the use of the gym, and because there are many children who are not interested in the strenuous activities that are usually carried on in the gym, or are not skillful enough to participate in them. A game room is a socializing room, too. Activities in a game room are relaxing and educational for those who take part in them.

Q. We think we can get a room on the street floor to use for active games, but not the highly organized type that is usually found in the gym. Would that be desirable?

A. A low-organized game room is especially valuable. Whether you have an active game room for low-organized games would depend upon the age groups that are permitted to use the center. If the attendance is restricted to persons sixteen years old and over there is not much need for a low-organized game room, but rather for an active game room for such activities as table tennis and shuffleboard. This room could be used for active games part of the time and cleared other times for social activities. In your center you might plan to use the gym, a room for table tennis and other quiet games, and a room for the active games just mentioned. You might even have four types of areas—the gym for highly organized activities, a room or corridor space for active games, a room for low-organized games for the younger-aged group (during the afternoon, after school or early evening), and a fourth room for quiet games.

Q. Would it be possible or practical to have a low-organized game room for the younger group open to them up to about 8:00 o'clock, and then have it used by the older group?

A. You would have to have entirely different play materials and equipment for the different groups, although both might like table tennis and shuffleboard. It should be possible to schedule different periods for different age groups, providing certain activities from 6:00 to 8:00 o'clock for the younger group, and others from 8:00 to 10:00 for the older.

Q. Could we use the gym also during the early hours for younger adolescents?

A. Yes. However, when you open a gym you will have a great demand for highly organized games from the working boys and girls and adults. One way out would be to schedule different evenings for different age groups. Any scheduling of the gym should be based on how the demand develops.

Q. In general, what age groups should we plan to serve in the center? What is the accepted practice?

A. In my city anyone who is of high school age is admitted to the evening recreation center. I think it would be a mistake to restrict the center

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to the out-of-school age, unless there is adequate provision being made otherwise for high school groups. Certainly someone has to take care of the high school age. They need activities. They need leadership. There are not many of that age, particularly in needy neighborhoods, who have money to join private groups where the activities they desire are sometimes provided. Of course, there are some adults who discourage the use of evening centers for high school age groups.

Q. Do they object to high school youth coming to the evening centers because they neglect their home work?

A. Yes. I met with our school welfare agencies on this question, and they suggested that we admit children, say just one night a week, but I don't think there is any assurance that the children are going to be home doing their home work the other nights. They might be in the movies, walking about, hanging around drug stores or standing around in the entrance to the center. It is a question of parental judgment and control as to the amount of outside activity parents permit their children to engage in, but it seems to me that that age group is ready for the socializing influence of activities planned for them in the centers.

Q. Then would you recommend that the center be open to fourteen-year-olds and older or those in the ninth grade or above?

A. Yes.

Q. Which is the better basis to use—age or grade?

A. Age is theoretically a better basis than grade, but I think grade is the easier to administer. I do think the rule should be flexible enough so that a grade school child who is over age should be included in evening center activities with his own age group, even if he has not yet entered high school.

Q. Then you feel that on the whole, grade is the best basis, providing intelligent exceptions are made, but that such exceptions should not be solely on the say-so of the center director alone but with the approval of either the teacher or the parent or both?

A. Yes. Frequently a parent will come and ask to have a child admitted, and if there is a good reason, he should be accepted.

Q. Should we require membership or registration on the part of all those who use the center? If so, should registration be when the individual first comes to the center or after a certain period of time, when he has had a chance to find out whether the center appeals to him and he plans to attend regularly?

A. I think there should not be any membership requirement or registration for the general use of the center.

Q. What about certain special activities where there is need for fairly regular attendance, such as dramatics and crafts? Is membership in these particular groups desirable?

A. Yes. I think a center should have non-membership activities and membership activities.

Q. What about the basis for any fees or charges made? You recommend no general membership fees, of course. Is it practical to make charges for other activities, such as weight-reducing classes, or would that tend to keep people away who can't afford to pay the fee and who might need the activity more than some who can pay for it?

A. I think there are certain what you would almost call "essential" activities that a community needs, such as the gymnasium and the game room, for which no charge should be made, but you would be justified in making a charge for organized classes and clubs which would have a limited appeal and serve a limited number, and for any other activities which might be called "luxury" activities. The budget would not stand the demands that would be made on it for all activities desired; therefore a charge should be made for some, such as bridge lessons, golf lessons, photography, and highly specialized crafts such as sewing, sketching and sculpturing, and language classes.

Q. In general, would you say then that where it is necessary to employ an expensive special leader for a group, or where the number concerned is relatively small and makes the cost per person high, some charge is justified?

A. It may not be sufficient to cover the entire cost. The charge would be just enough to cover the additional cost over what it would be in a normal, standard activity.

Q. Would you permit any free participation in these special activities, particularly for the youth?

A. I certainly would, on recommendation of the teacher or welfare worker or some other qualified individual. During the depression we admitted the unemployed free to any activity.

Q. In discussing the starting program, we covered some rooms which we could probably use right at the beginning — gymnasium and game rooms. Do you think we ought to try immediately to develop something around the auditorium, or wait until later?

A. I think auditorium activities are among the best for making the neighborhood aware of the possibilities for leisure-time activities provided by the center. Often people think you have just the gymnasium activities, and it is from the auditorium that you can recruit interested individuals or groups for other activities in the center which are desirable.

Q. What activities would you put on in the auditorium as a start, before you have any organized drama or music groups to give performances?

A. Some centers use certain types of motion pictures. At present they get interesting movies from the OWI and also have good speakers come in. You might get servicemen who have returned to the neighborhood to come to the auditorium and talk at some of these programs. You could send notices out to those parents in the community who have boys in the South Pacific and other areas, who might be interested to come to the center to see pictures and hear talks on the places where their boys are located. People like also to come in and hear discussions of current problems. Some exhibits attract attendance, and oftentimes travelogues and slides on big game hunts have good appeal. The auditorium might also be used for clinics for players and spectators, conducted by coaches in football, basketball, baseball, and similar sports.

Q. How many workers will we have to hire to run our center?

A. That will depend entirely on how extensive your program is. You must have a director to take over the responsibility for the building and the program.

Q. Besides being responsible for planning and supervising the program can the director himself give any time to leading activities?

A. If you have a very small budget you might find that the only thing you can do with the paid leadership you can employ will be to open a gymnasium, and your director would then conduct all gym activities and be responsible for the use of the building by any other adult groups meeting under volunteer leadership.

Q. Do you need somebody at the door all the time?

A. I feel a doorman is very valuable for a good many reasons. In the first place, I think it is foolish to expect the director of the center to use his valuable time for checking people in and patrolling corridors, when he should be available for conferences and the supervision of activities. The doorman should be a person other than the director. The director's job is more than just organization. It is up to him to promote and supervise, but he cannot do either one if he is to act as reception clerk and monitor. Possibly where there is only one activity, such as a gym program, arrangements could be made with the janitor to take care of the door, but there should always be someone responsible for watching the door — for telling people where to go. If you had the building open for one activity the director and janitor might be able to run it.

Q. Assuming that we may have three or maybe four rooms, not just a gymnasium, we would have to have a director of the center and a doorman. The director would be responsible for the total program. Could he also then take responsibility for something like the quiet or active game rooms, which he might leave from time to time without too much danger of things getting out of hand?

A. That depends on the age group. For younger groups, and especially young mixed groups, every room should have a leader.

Q. This would mean, then, assuming we have the gym, two game rooms and a room for small club groups, that we would have to have a doorman, a director, a leader of gym activities, a leader for each of the other two rooms, and custodial service?

A. Yes—except that if you had two rooms that were adjacent you might have one for quiet games and the other for active games, and one leader might be able to watch them both, if there were not too many participants.

Q. Thinking of the payroll some more—it seems that we will have to employ a director, a gym leader, one person for the two game rooms, and a fourth person (not necessarily the same person each night) for special groups in music, arts and crafts and photography. This means a minimum leadership payroll of four people. I presume, of course, the salaries would depend upon our local conditions. In addition to this leadership cost we

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may have to pay the board of education something to cover light, heat, and janitor service, unless they contribute this to us. It still leaves the question of a doorman. Do we have to hire one, or could we ask the neighborhood committee to take responsibility for organizing a volunteer service to take care of the door? Would this not help to give the center some of the atmosphere of being a real neighborhood center?

A. About the use of volunteers at the door—I think a volunteer could be used when the building or the room is open only one night a week, but there are certain standards of conduct and routine with which he should be clearly familiar. An ineffective volunteer might be a burden on the director rather than a help. If the building is open several nights a week you should have a paid doorman. As he is present every night the center is open, he soon gets to know the people who come to the center, what activities appeal to them, what their behavior, weaknesses and tendencies are, and also the operating policies of the center.

Q. In other words, if we are open more than one night a week we would better hire a paid doorman, but if we are open only one night a week we might get by with volunteers.

A. Yes, but there is always the possibility of a volunteer's being late or being absent. For example, your building is scheduled to open at 7:00 o'clock. The children are waiting, and the volunteer doesn't get there till 7:10 or 7:15. The paid doorman is always on time. Children can do a great deal of damage in ten or fifteen minutes. This would mean the director would have to act as doorman until the volunteer came—if he did come. All this confusion should be guarded against. A smooth running center is essential to the conduct of a worthwhile program.

Q. How many nights a week should a center be open? If we start with just one center do you think we ought to plan to be open four or five nights a week?

A. I think it desirable to have the building open as much as you can afford to, and according to the demand and the available leadership.

Q. Do you think if we can get the money and our preliminary organization and promotion work is sound, we probably would have plenty of use for the center five nights a week?

A. Yes. You might open the building certain nights for limited activities. You might have Tuesdays and Thursdays just for the gymnasium and special classes, Fridays and Saturdays for dancing and social activities. For non-membership activities, such as those carried on in the game rooms and lounges, the center could be open every night. Of course if the demand warrants it, a full program should be operated every night.

Q. The gymnasium will probably be needed every night the center is open. Would it be possible to limit the high school students to two or three nights a week?

A. Yes. There is such a thing as limiting the gym to age and sex. One night at least should be reserved for women and girls. There are the problems of showers, leagues and tournaments. There should be fewer nights for girls than boys. Very few girls use the game room at night. The game room was originally opened in my city for boys; however, in the last five or six years the use of facilities and the participation in activities by girls has increased tremendously.

Q. Is there need for something for youth over week ends? Is it desirable to have the center open Saturday nights, particularly for youth, and possibly Sunday afternoons, using only those rooms where they might come to play quiet games such as table tennis, and participate only in those activities on Sunday afternoons which would not violate community traditions?

A. Yes. I know some communities where the buildings are open Sunday afternoons for activities, and in a few cases even for dancing. The policy of the board of education would enter into this, also the community attitude, and the extent to which the board of education would follow the community attitude. Although Sunday afternoon dances might not be approved, the community and the board might sanction more informal things for youth on Sunday afternoons.

Q. In considering the employment of a director, I have a special question in connection with the selection of a director for the center. We now have some summer playground work and have a director for the summer playground. He is a capable recreation worker, and I want to know if it would be desirable to have him serve as the director of our community center, with supervision of all our centers if and when more are developed. I ask this particularly because we have in the back of our

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heads the idea of ultimately employing at least one person full-time the year-round to be responsible for the continuous recreation program indoors and out.

A. Yes. This would be very desirable. The director's working hours should not be more than eight hours a day. If he has a full school program he should not be asked also to take the full responsibility for the recreation program. Every person must have some leisure of his own. No one should work more than eight hours a day as a *regular* weekly schedule.

Q. If we employ a man full-time the year-round, to be responsible for this center in the winter and the playground work in the summer, spring, and fall, what should his working hours be?

A. His hours should be from 1:30 or 2:30 until 10:00 at night, with an hour and a half off for dinner. Until about 3:00 he could do his planning, keep in touch with neighborhood leaders and youth agencies, and in the afternoon operate a center in the building for younger children. It is necessary for the director of a center to know his neighborhood as well as to be present in the center while it is in operation, and this can be done effectively only by a person who gives his full time to the job.

Q. Where can we turn to secure competent paid personnel to direct game activities, game rooms and lead arts, crafts, dramatics, music, and other special groups?

A. I think naturally of the school, but I believe we ought not to consider the school the only source. Your director will know from his own acquaintances in the community the people who are well enough trained and skillful enough to do the job. It is important first to analyze the job and what it is going to demand in the way of training, experience, personnel, and attitude. I think it is a good thing to draw up even for a small system or one center an application form to be filled out by applicants. There should, of course, also be a personal interview with each person being considered.

Q. Then you feel that school personnel offers a good source for supplementary workers, but that they should not be selected just because they are in the school system and want to earn some extra money; that selection of workers should be on the basis of knowledge of the job and demonstrated leadership ability; and that there should be an analysis of every job, so that individuals could be selected on the basis of their qualifications for a particular task.

A. Yes.

Q. Do you think this applies also to volunteers?

A. In general a volunteer should measure up pretty well to every standard set for paid leaders. However, there are certain standards the department might demand for a paid full-time leader that cannot always be met in full by volunteers. There are other special factors which should be considered in the selection and use of volunteers. A volunteer will perhaps be available for one night a week. Therefore, rooms that are open several nights a week, rooms where standards in use of equipment must be maintained, and game rooms where there is a lot of equipment to take care of should not be put in charge of a different volunteer every night. That would be poor policy. The equipment costs a lot of money and it is unwise to have so many different people responsible for it, because what is everybody's business is nobody's business. Volunteers could be used as leaders for special groups, such as arts and crafts, or used only one night a week in general areas as assistants to paid leaders who are there regularly.

Q. Where can we get volunteers?

A. You can get volunteers from servicemen's groups, P.T.A.'s, civic clubs, the American Legion, neighborhood organizations, parents, and from your own circle of friends.

Q. If we have a good neighborhood council in the community can we put some responsibility on it for recruiting volunteers in the neighborhood?

A. One place where we could be guided to our advantage in our general policy of using volunteers is the private agencies. Many of them have a preliminary training course where they find out a lot about a leader, in addition to teaching him what they want him to know. They find out about his reliability and his ability to work with groups. Many people come as volunteers who are not dependable, and then you have to set up certain procedures to safeguard yourself. You must know a lot about that person before you turn over leadership responsibility to him. If your neighborhood council helps with volunteers, its committee on volunteers might well take responsibility for consulting with other agencies using volunteer service. In order to save a director from a great deal

of ill-will it would be a good idea to have a lay group which would be responsible for accepting volunteers on his recommendation, so that it would be known that the decision was with the lay group rather than with the paid director. However, this lay group or board should be carefully instructed before they are asked to act in this capacity.

Q. Would you enroll volunteers for relatively short periods, so you could get rid of them when unsatisfactory, or would you try to sign them up for the whole season?

A. In general, with volunteers it is always better to have a definite period, but not too long a one. The safest thing is to be sure about them before you take them on. Analyze your center as to the way in which you want to use your volunteers, and don't forget there are certain clerical jobs they can do and other non-leadership tasks such as taking responsibility for publicity. This kind of task might be assigned to volunteers who are reliable and capable but not particularly good for direct leadership of groups.

Q. I understand that a number of cities have used older youth for volunteers on playgrounds. Could this be done successfully also in a community center?

A. Yes, but it would be safest to use them only as assistants to trained leaders and under close supervision.

Q. Assuming that we employ as director a man with a record of successful experience and training, could he not take the major responsibility for training the volunteers?

A. Yes.

Q. Should he do all the teaching himself, and if not, where can he turn for assistance in training volunteers in special activities? Could not the members of his paid staff, such as the gym director, assist in this training program?

A. Yes, if they are well trained in their areas. Where they are not available for this you might call in the head of the physical education department of the schools for training volunteer leadership in certain activities. Good art, music, crafts persons in the school system might be used effectively. Recreation personnel in private agencies might be called upon also. However, it is important that there be one head person responsible for the training who is always there and who holds things together, who does the over-all planning and may or may not do some of the teaching. He works with the different instructors so as to eliminate repetition in the course. It is important for the director and the staff to follow the work of the volunteers closely and give intelligent guidance to their work. This is one of the most vital points in the use of volunteers, to provide adequate supervision and to have one person responsible for it. You must feed volunteers with in-service training and with definite conference periods. If you have a local college or teachers college from which you draw students and volunteers, there should be one person in that college who is responsible for the volunteers assigned to you. There should be joint supervision and conferences between the people in the college and those in the field. If there is any way the work of student volunteers can be related to a practice teaching period, chances of a successful use of volunteers are increased. However, you will have to guarantee intelligent supervision before a school will give a student credit for this work. On the other hand, the practice of schools of sending out student volunteers for one semester is poor policy. They should really work on a minimum basis of one year.

Q. How many weeks should we plan to operate the community center?

A. It depends upon your budget. We have some buildings open twelve months, and others open on a full-time basis for eight months, but with dances twelve months of the year on Saturday nights. In many buildings we do not open our gyms until about the first of October, and they are used until about the first of May. Of course, they are closed during the Christmas and Easter holidays. This makes the total operation twenty-eight weeks. If your centers are open five nights a week, that would mean a total of one hundred forty nights during the indoor season.

Q. We have discussed personnel, janitor service, and cost for light and heat, which the board of education may provide or which we may have to pay for, based on board of education costs. How much should we allow in our financial planning for other expenses such as recreation supplies and equipment?

A. Assuming you open a gym, a quiet game room, and an active game room, you will have to have indoor baseballs, basketballs, volley balls, standards and nets, mending equipment, needles, laces, pumps, tables, chairs, cupboards, games such

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as checkers, chess, and all sorts of table games. Many such games might be mentioned; in our centers we have almost a hundred different games—bean bags, puzzles, maps, tricks, magazines on airplanes, mechanics and nature, and good story magazines. In the active game room you would need table tennis and shuffleboard equipment. Dart ball is an excellent game for working men, so you would need equipment for this. A period might well be reserved in the active game room for older men for a work out with medicine ball. Then there are office supplies, such as stationery, cards, mimeograph paper, mimeograph machine if you cannot borrow one from time to time, files, desks, office furniture, telephone service, postage, publicity fliers and printed folders. You will also have the cost of minor maintenance supplies, if these are not provided by the schools as a part of their janitor service to you. You will need material for marking game courts, report forms, and similar supplies.

Q. Will we need about $300?

A. This is hard to tell, as it would depend upon the size and number of your rooms and the number of different activities you carry on. You will need several hundred dollars at least. In addition, I would recommend that you have cooking utensils separate from those used by the day school, with cupboards for them, tables, cloths, dish towels. (Always insist on good sanitary rules in connection with their use. Be particularly careful about washing dishes.) We always have a stove in our centers where boys and girls can cook and serve the food. If there is no stove in the school, try to find a place for one. Try, too, to have a room for the younger children which they can furnish themselves. If paper towels and soap are not provided by the school, you will have to buy them.

Q. In preliminary discussions with our school people on the use of their buildings the problem of storage has come up. What do you do with all this special equipment for the center during the day, when the regular storage space of the school is not adequate to take care of it?

A. Fortunately many old schools have big cloakrooms, and we have been able to partition these cloakrooms to provide a section which may be used for storage of materials under lock and key. This space is used for storing our tables, games, and game equipment such as ping-pong tables, and mirrors for sewing classes. In the gym there should be separate cupboards for recreation equipment. In the quiet game room there should be cupboards large enough so the game material can be arranged in orderly fashion. The games should be kept in good, substantial boxes, either metal or well-made wooden boxes, carefully labeled.

Q. What about checking coats and hats in the center?

A. We use an ordinary classroom and equip the doorway with a special half-door or gate. We provide check boards for tags to check clothes which are put on desks and seats. We get school boys for 75 cents or a dollar a night to act as checkers, and they have a chance to do their home work and study while on the job. In some of the small centers the doorman serves also as checker.

Q. How many participants can one leader take care of at one time?

A. I have seen a quite orderly game room with fifty to sixty children. If you are to serve large groups in the gym, you must have a definite gym schedule. An intelligent gym leader can work on a plan which would take care of a lot of people. If you have a large center attendance you ought to have certain gym nights for special games, but you should also have time for pick-up games for boys and girls who do not wish to play in league or tournament games.

Q. I suppose that in the average school gym probably only one worker is needed. Can he take care of twenty-five to fifty people at one time?

A. Yes—and more.

Q. How many people can a special leader take care of, in a crafts group, say, so that he can give enough personal guidance and attention to individuals who come there because they want to get his expert assistance?

A. Fifteen or twenty, but there should be a larger registration to insure that attendance. You can safely register twenty-five in such a group. In drama or music, it will depend upon the size of the cast needed, if the group is working on a production. A leader should not attempt to work with too large a group in drama. In any drama or music group more can be handled in classes than when you are working on an actual production. In drama you should have freedom to schedule small groups for rehearsals. You might have a large registration, but never work with the total registration at one time. Drama should be scheduled for at least two nights a week. As to music — we have one

(Continued on page 391)

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Human Problems of Old Age

By GRAENUM BERGER
Bronx House, New York, N. Y.

"ORGANIZED" RECREATION for the aged up to very recent times was confined to a rocking chair, a subscription to the local newspaper, and the purchase of a pair of knitting needles and skeins of yarn. Stultifying motion rather than social mobility was the aim, with the movements confined to the area of the chair. The rocker was moved onto the porch for the summer, and into the sitting rooms (a most apt designation) for the winter. Motion was also limited to the deft hands, relics of a once creative and useful existence; or the eyes, once the source of curiosity and vision, and now circumscribed by the width of a printer's column. Mother or grandfather, or great aunt were now retired to await their inevitable psychological death, victims of ennui and neglect.

Modern recreation discards this treatment of the older person. If the ancient Greeks could shelter on Mount Olympus a deity of old age, fit companion for Zeus, certainly we mere mortals owe the aged at least equal companionship. (Incidentally, the deity was named Geras, from which we have derived geriatrics and gerontology the new sciences of the older person.) Among the many things that recreation theoretically offers two stand out — activity and companionship. Neither the sitting room nor the porch is the orbit of existence. We have found that our older people can do most everything, most everywhere, with these significant differences — the tempo of activity is now slowed and reasonable; the quality of the activity is more selective and more meaningful. As for companionship, the older person must no longer be isolated from family and friends, remaining in an upstairs bedroom when company calls, but he is to be encouraged to participate in group life on a familiar as well as a communal level. He is as capable of creative group expression as was his younger counterpart.

There are other values in recreation which are implicit in activity and companionship. The older person is capable of new as well as re-learning. His intellectual power can be intensified; new talents will emerge if he is only given the stimulation and encouragement. There is usually less self-motivation for learning, because he sees no earthly use for it in our society. This does not mean simply acquiring hobbies to while away the declining years, but it means constant refreshers which are continuously related to his own and his community's life experience. We have still not gotten over the myth that schooling ends with adolescence.

Population experts predict that in the United States older persons over sixty-five may reach as many as twenty millions within three to four decades. Thus, older people must make an unremitting contribution to our civilization, or they will become a social burden of exhausting, Gargantuan proportions.

Through activity, learning, and social contacts, the mental hygiene problems of old age may also be correctible. Too frequently the emphasis on the older person is confined to material and health comforts (although I must confess that the low standard of support of our public agencies belie this). But little is done for the emotional side of the older person. "Crabbed old age" was not a phrase coined by poets, it is an experience known to anyone who senses the feeling tones of the unhappy older person. Peevishness is not indigenous to the blood stream or the brain development. It is born of rejection, of withdrawal, of uselessness. In an age which recognizes in addition to the body and the intellect the emotional attribute of man, recreation can play a weighty role in enriching the quality of living. Through recreational and group therapy, not only the run of the mill older persons, but even many of those who have become distorted personalities, have an opportunity to return to soundness.

Graenum Berger knows at first hand about the needs of older people, for he has worked closely with them at Bronx House and has given "aid and comfort" to the more recently established William Hodson Community Center. His analysis of some of the problems of the aged which appears on these pages was made for delegates to the National Conference of Social Work meeting in New York City last May.

Increasing Concern for the Elderly

That all this is not just wishing, but reality, is testified to by the wide-spread interest in recreation for

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the aged in San Francisco, Cleveland, New Orleans, and lately in New York City, where a half million people over sixty-five answered the census taker's questions in 1940. Old age homes are now becoming alerted to recreation programs. Settlements and community centers, long geared almost exclusively to youth programs (for they are still flailing delinquency) have looked upon the aged as a minor or undifferentiated component of their adult membership. From personal experience I can tell you that when older folks come to settlements they more frequently slept through rather than enjoyed a performance, because the program was not cog-wheeled to their need or because they had no part in its planning. They came to the agency just to sit (instead of rock). They found a duplication of their home or tenement house experience, from which they were trying quite obviously to escape. Community centers are just beginning to realize that they must work with all the people.

> "Age will not recover its place in the world by attempting to meet the young on their own ground. Let us select the ground where we shall not expose our weaknesses. Let us enter the events that fit our specifications. . . . When the play is cast, let us choose the parts of kings and councillors, abjuring the role of romantic hero—Hamlet, perhaps, but Romeo never. When the orchestra plays swing music, let us leave the floor to jitterbugs without regret or sense of inferiority—sitting at ease among the spectators. And then, when the rhythm changes let us take our turn:
>
> 'Old age, on tip toe, lays her jeweled hand
> Lightly in mine. Come tread a stately measure.
> Most gracious partner, nobly poised and bland.' "*
>
> —*Ralph Barton Perry* in *Plea for an Age Movement.*
>
> *George Santayna.

The William Hodson Community Center

At the William Hodson Community Center in the Bronx about 300 older people are involved in a daily afternoon program, with a daily attendance of ninety persons. They come rain or shine, winter and summer. Many of them have substituted the Center for a visit to the medical clinic (where they frequently went as much for social intercourse as for medical help).

What do they do? They play cards, checkers, chess, dominoes. They knit, crochet, patch quilts, make toys, repair furniture. They paint in tempera or oils often for the first time in their life. The foreign-born study English; others edit their own mimeographed newspaper with a good quality of writing, and they meet in a poetry circle presenting from memory and selected readings, verse that would be the envy of my old college professors in literature. Some write original verse. They sing, individually and collectively, play instruments, enjoy concerts and dramatic performances. They conduct monthly birthday parties; for most of them it is the first time in many years that anyone has cared, and they sit through the ceremony in embarrassed, tearful silence. On major festivals they present more elaborate programs. They go to museums and parks and they visit other old age groups.

When lay conferences on various social problems are held, their delegates attend as observers. Jew, Protestant, Catholic, native and foreign-born, Negro and white live in a harmonious cross-sectioned community of their own making. They have developed self-government machinery, elect their own officers, delegate responsibilities to their several committees, and as one reads reports over a year and a half period, one discerns that they look less and less to the professional worker to meet all of their needs or to nurture their ideas. They no longer expect the worker to intercede for them if they need a larger food or clothing allowance, for as they have developed inner security, they have the accompanying courage to make these requests on their own.

Although originally the membership was composed almost entirely of clients of the Department of Welfare, today a goodly number are older people who do not require public assistance but who have the same basic recreational needs and want the same kind of social recreational atmosphere. Older people need something beyond a cheerless one room apartment. They have learned that there are other ways of articulation than the daily quarrel with an unsympathetic landlady. I have seen shy and retiring people learn to work and learn to talk. I have seen aggressive older people modify their hostility as they found more acceptable ways of relating to others. I have seen a physically handicapped woman learn to employ her hitherto useless arthritic hands. I have seen septuagenarians cast aside by our society become leaders of their own groups, conducting group programs with dignity and intelligence. I have seen this happen to a sufficient number of individuals at the

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WORLD AT PLAY

Charter for the Future

OUT OF A RECENT series of conferences sponsored by the Mayor's Committee on Race Relations came this thought-provoking "charter" for recreation organizations: "Private and public recreational agencies are under the obligation, inherent in a democratic society, to conform to an American creed of fair play and equal opportunity and treatment for all people. Through communal activities of play, different racial, religious and national groups come to understand and appreciate the human values which all men have in common. Recreational activities provide a basic instrument for the creation and extension of a democratic pattern of living." If all agencies seriously adopted that charter many more persons would be able to enjoy greater freedom for fun.

You Be the Judge

JUDGE LEO MURPHY of the Juvenile Delinquency Court, Winona, Minn., recently said:

"While we have not as yet finished compiling our statistical records of last year's delinquency group to compare with the previous year of 1942-1943, I am certain that when the records are finally complete there will be a marked decrease in juvenile delinquency in this community.

"In my mind this situation is brought about largely on account of the supervised recreation facilities provided for by the City Recreation Department for this community. If there is one single solution to the problem of delinquency it is intensive club and recreational work wherein there is maintained between the child and supervisors a close, intimate and daily contact."

Publicity Note

IN JULY recreation facilities and activities of five units of the Union County Park System were demonstrated in a window display in one of Elizabeth, New Jersey's department stores. Sketches and photographs were used to suggest to the citizens of the community the facilities available to all the people who had, perforce, to look to a vacation at home in this transportation-short summer of 1945.

A Chicago OCD Looks to the Future

FROM Chicago comes word that one of the Offices of Civilian Defense there, is concerning itself with affairs of peace under the leadership of the Community Commander of a local OCD. The young people of the neighborhood have been formed into a Drum and Bugle Corps who have paraded on patriotic occasions and have "strutted their stuff" on the football field of Northwestern University.

So much interest was aroused by this group that a dance and a concert band was organized and now plays regularly for Saturday night dancing at the Community Headquarters. Active and table games provide a variation in activities on the Saturday nights for those who are not dancing. An Amateur Dramatic group which has provided entertainment for the Red Cross volunteers of the community and a Sports Club which is going all out in the building of model airplanes, are other activities for young people sponsored by the OCD.

Training Course for Leaders

THE Bureau of Recreation of Philadelphia's Department of Public Welfare has been conducting a rather special kind of leadership training course. Sixty members of the Bureau's staff were chosen to take the course. Their *object* is to learn the special techniques necessary to work with physically handicapped men and women. The course looks toward a not far distant future when the physically handicapped will have time, space, equipment, and leadership freely available to them. Under competent leadership they will be able to participate in beneficial exercises, recreational activities and social functions at several municipal recreation centers.

Future "Playing Fields" for England

FROM England comes word of a revival of interest in open air recreation. "Our present efforts," writes the General Secretary of the National Playing Fields Association, "are being devoted to trying to improve the organization of our Branches throughout the country, and further

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to trying to secure the return of many recreation grounds which have been taken for cultivation of Defence purposes in connection with the war. We have also had to fight to protect playing fields from being absorbed to provide sites for temporary houses, the need for which has been so largely caused by the bombing of our cities. The Association's fear has been that once these so-called temporary houses are erected on playing fields it will be an extremely difficult matter to secure their removal."

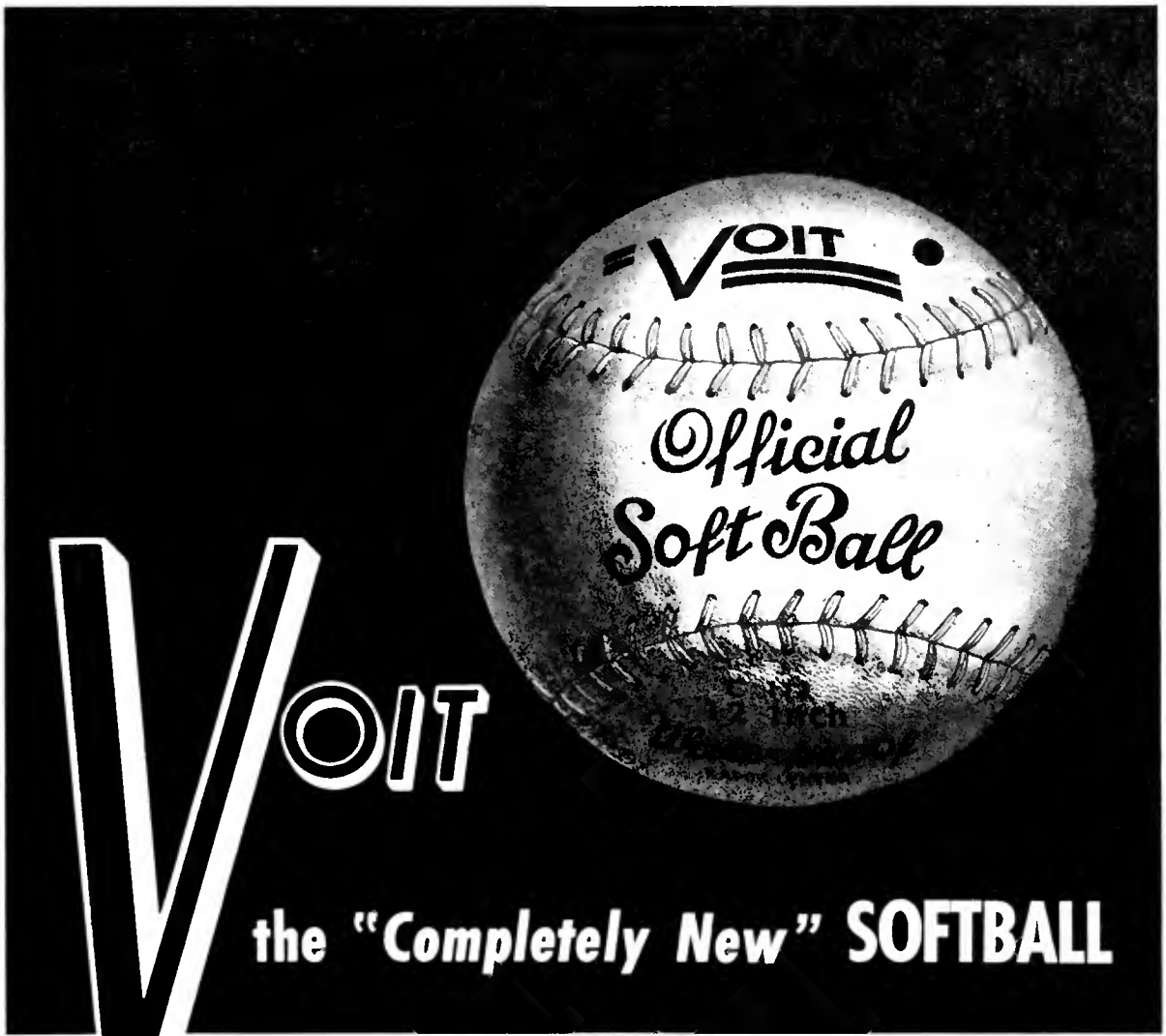
Summer Barn Dance—Ten thousand young New Yorkers turned out to swing their partners at a Summer Barn Dance sponsored cooperatively by the magazine "Seventeen" and the New York Park Department at the first barn dance ever held in Central Park Mall. Ed Durlacher's band led four thousand youngsters in each dance set.

New Jersey Passes Enabling Act—After several years of effort by park interests the legislature of New Jersey on March 26 passed the Parkway Enabling Act which will permit the State Highway Department to acquire land for, develop and maintain parkways, as part of the state highway system.

Buffalo Plans for the Future—In February and March the thoughts of Buffalo, New York's citizens were turned toward the future of their city. The City Planning Association was well satisfied with the results of its campaign to direct the attention of all the people in the community toward a more livable and a more beautiful city. All kinds of groups in the city cooperated, but perhaps the most heart-warming response came from 60,000 school children who investigated the present situation and canvassed future possibilities, then wrote interesting and suggestive essays on "What Improvement My Neighborhood Needs Most."

To Make Better Fishermen—The Izaak Walton Club of Winona, Minnesota, has entered into a scheme with the town's Recreation Department to make better fishermen of the small fry. The Recreation Department is holding a fishing contest for the boys and girls of the community. The Izaak Walton Club has helped to some extent with the cost of the contest. The Club holds monthly meetings and the members plan to invite their young co-enthusiasts to one of those meetings. The youngsters will be guests at a luncheon and afterwards at "the movies."

Art Adventure Tours—The Big Sister Organization of Scranton, Pennsylvania, has been conducting an activity known as Art Adventure Tours which it calls "an experiment in experience education." When eight girls signed up for a class of drawing for which no teacher was available, it was decided that the time could well be spent visiting places of beauty and interest. A volunteer worker called once each week with her car and took the eight girls on a tour. They have visited the Museum where they saw a Walt Disney show; the city greenhouses where they saw all kinds of flowers grown and plants being produced to set out in the park. They have also visited the Historical Society, a blacksmith shop, and a suite of rooms at the city's largest furniture store. A teacher in one of the schools showed the girls a world famous collection of dolls. One of the trips they enjoyed was a tour through a beautiful home furnished with antiques. Later the girls will go to the city's largest hotel where they will be taken



Here's the new, rugged, all-purpose Softball that's sure to be "Standard Equipment" wherever the game is played. Today it is being played in the streets of Tokyo, the mud of Germany and the sand and ashes of Iwo Jima. "Tomorrow" hundreds of thousands of them will cover the playgrounds of America.

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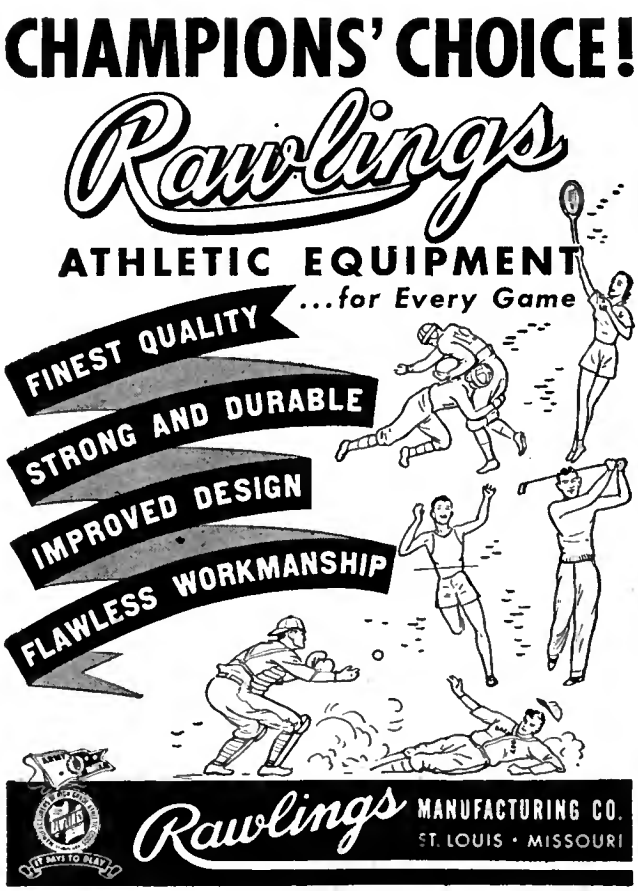

through the kitchen and learn what goes on in a hotel. They will visit a movie house, too, and will be taken behind the scenes.

Double Duty Canteen—In Bay City, Michigan the teen-age canteen "doubles in brass" on Thursday nights when it becomes the scene for an adult "Old Time Dancing" group. Dancers come from all over the country; pay thirty cents apiece to pay the caller and three musicians. That the group is an enthusiastic one is witnessed by one rainy night turnout of 120.

A Center for Washington Children — Miss Pearle R. Smith, a government employee who died last July, bequeathed the bulk of her $13,000 estate to the Federation of Churches for the establishment of a recreation center for children in the northeast section. Her will stated: "The center is to be used for the benefit of children whose parents are employed and who would otherwise be on the streets unprotected."

Lions Clubs Look to Recreation—The Lions clubs in many communities in different parts of the United States and Canada are concerning themselves to provide recreational activities for their fellow townsmen.

In Centerburg, Ohio, the club purchased fourteen acres of land to be used for a park for an athletic field. In Corona, California, the Lions contributed more than three thousand dollars to the city's recreation program in order to make possible the establishment of the teen-age canteen. The young people requested and received sponsorship of the canteen by the Lions. In Weston, Ontario, the club is planning to provide a Community Center to be located on the fifteen acre tract by the Humber River. Plans call for building an auditorium, gymnasium, club rooms, dining hall, bowling alleys, swim tank, and an artificial ice rink. Seeing such a plan through will take some years, of course. Gallatin, Missouri needed a children's playground, so the Lions club put on a rummage sale which netted them $400.00. With that sum they were able to buy a vacant lot, 209 x 183 feet, close to the center of town. The only hitch was that the lot was overgrown with brush and scrub trees. The club formed itself into three teams which work in the evenings to clear the lot and prepare it for the graders. In Davenport, Iowa, the Lions club has taken as one of its projects the job of providing good entertainment for the blind people in their community. They plan a year round club program to be held from 1:00 to 9:00 P. M. on Saturdays.

Provo Boat Club—The Recreation Department assisted the Provo, Utah, Boat Club in opening the Boat Harbor at Utah Lake and in conducting their Memorial Day activities. In May the dam between the harbor and lake was removed by the Street Department opening a new recreation feature.

The motor boat races conducted on Memorial Day by the Provo Boat Club were held in the harbor for the first time. Preceding the boat races, children's games and races were conducted in the area between the harbor and the river. A bathing beauty contest was also held. There were thirty-two boats entered in the races; an estimated crowd of 7,000 viewed them.

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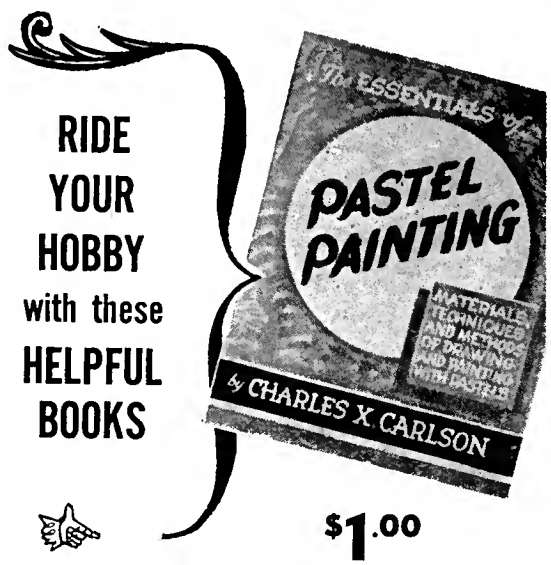
From Putney, Vermont Boys—A number of community centers and recreation departments are sending to boys in service bulletins or small publications giving them home news. How much these communications are appreciated is shown in letters from two boys from Putney, Vermont, both overseas.

One of the boys, somewhere in France, writes: "Even after being away from Putney for such a long time (and it seems like several years) I can still remember every detail of the town and most of the people, all of whom have some little niche in my memory. I'd really give plenty to be walking down the dusty ol' main street with my dog—nothing to do—and a whole sunfilled day to do it in.

"And then again there's life over here in France. France can really be beautiful—all the little hills (and big hills—the kind that you walk up) covered with flowers and grass and budding trees, little leaf-strewn gullys, tiny busy little villages—happy, carefree, friendly people — spring everywhere. The oddest places can sometimes be wonderful."

From a Sergeant in the South Pacific: "I had been receiving the *Putney Reporter* pretty regularly and it is just like a letter from home. . . . I thought you would like to know what we do with our spare time. We have an Enlisted Men's Club built from bamboo with a ping-pong table and other games such as checkers. For outdoor sports, we have volley ball, softball, and touch football. Even with all that entertainment I am lonesome for the people in Putney and the dances at the Center."

Funds for Recreation—The students of two Negro schools in Greenwood, Mississippi, have contributed more than $1,500 toward the proposed recreational center and swimming pool for the Negro population of the community. The campaign to raise $15,000 for the project is under the direction of the Greenwood Negro Civic League of which Dr. G. H. Lane is president.



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The Shut-Ins of the Oranges and Maplewood—From time to time notes have been published in RECREATION about the recreation program for shut-ins sponsored by the East Orange, New Jersey, Board of Recreation Commissioners.

The program has now been in continuous operation for seventeen years. Initiated for the shut-ins of East Orange, it now covers all the Oranges and Maplewood, and operates under the name of Recreation Council for Shut-Ins of the Oranges and Maplewood. Frances H. Haire, who is Director of Recreation for East Orange, serves as secretary of the Recreation Council.

A Gift for the Scouts—Boy Scouts of Allegheny County, Pennsylvania, have received a gift that can only be termed "magnificent." The Wildwood Country Club in Hampton Township, 173 acres, complete with clubhouse, tennis courts, swimming pool, an eighteen-hole golf course, has been deeded to the Allegheny Scout Council by J. W. Hubbard, a Pittsburgh industrialist. The property, which represents an original investment of $750,000, will be used as a camping and recreational area and as a training center for Scout leaders. The clubhouse will become an educational building.

A Queen's Life Is Boring—On November 13, 1944, the Dionne quintuplets, dressed in pink-flowered dresses, sat on a sofa in their home at Callander, Ontario, and told in French what they think on several subjects.

They agreed on only one thing—none of them has the slightest desire to be a queen. The question was asked, Would you like to be a queen? In chorus all: No!

Q.—Why wouldn't you like to be a queen?

ANNETTE—I wouldn't want to be honored all the time like a queen has to be.

EMILIE—A queen has to meet too many people.

CECILE—A queen has to sit down too much.

MARIE—A queen can't have fun. She's not free enough.

YVONNE—If I were a queen I wouldn't be able to do what I want to do.

Q.—What would you like to be when you grow up?

YVONNE—I think maybe I would like to be a nun, but I am not so sure about that.

CECILE—Maybe I would like to be a musician. A musician can make people happy.

MARIE—I'd like to look after children.

EMILIE—It's a secret.

ANNETTE—I think I would like best to stay with my parents.

Q.—Why do you like your sisters?

ANNETTE—Because we have a lot of fun together.

YVONNE—Because they set me good examples.

CECILE—Because they always give me help.

MARIE—Because they are good to me.

EMILIE—Because they play good games.

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Role of Schools—Dr. Floyd Jordan, Consultant on School Services, U. S. Office of Education, speaking on the public school program, said: "Schools have a very important role to play in providing recreation for our citizens and particularly for our youth. Schools must of necessity recognize their responsibilties, particularly so in small communities and rural areas where school leadership and facilities are the major if not the only resources for recreational opportunities."

School for Town Living—School-going adults outnumber high school students two to one at Story City, Iowa (population 1,500), where more than 200 city and farm folk have a community education program that works.

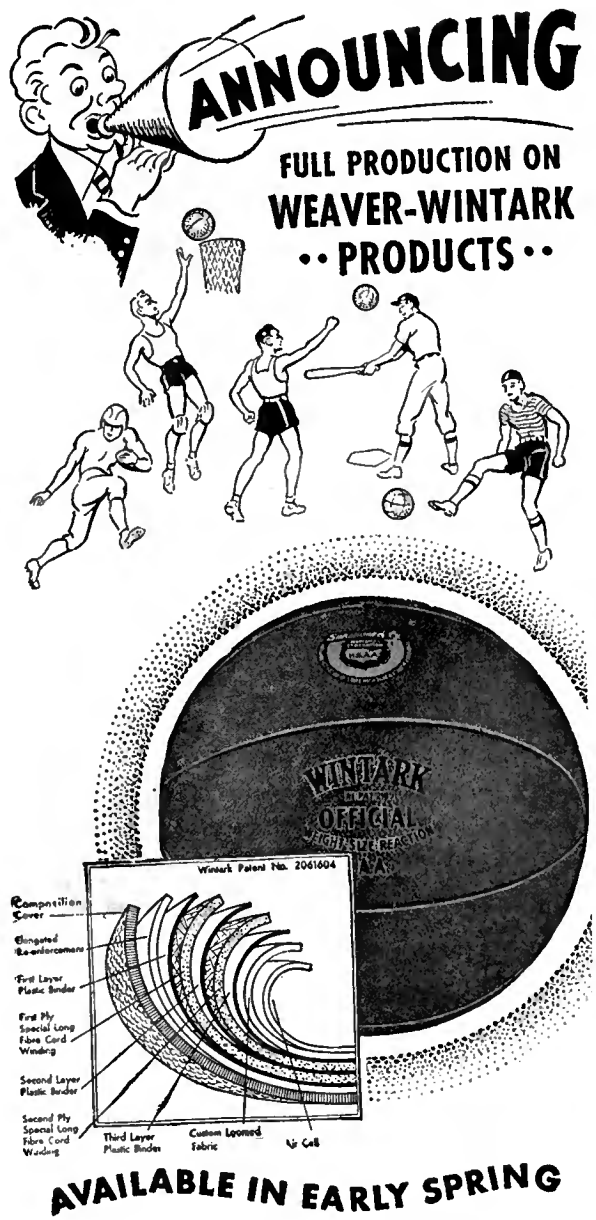
Chief aim of the program, which is held in the public school building, is "Community cooperation, here and now." Community development, homemaking, better farming, handicrafts, public speaking, postwar planning and world affairs receive major attention. "World affairs," handled forum fashion, carried the largest enrollment with some speakers coming on from New York City. Local leaders conducted the forums.

The community development class made a general study of available facilities with suggestions for the improvement of those regarded inadequate for local needs. The homemakers group helped the school realize the place of recreation in family life and fostered activities to release wartime tension and provide enjoyment. Learning in music included part and choral singing and appreciation (with records) and study of theory. Choral singing fills a definite need, for Story City is a church-minded community with four active congregations in town and several in the country.

The school began sixteen years ago under direction of the high school vocational department. As it expanded, a community educational council was appointed to govern it. Business and women's organizations support it. Tuition is a dollar.

Church Music in Philadelphia—The Philadelphia Evening Bulletin Folk Festival Association was responsible for an unusual musical event. On February 22nd many religious groups in the city combined to give a program of music traditional in their churches. The Religious Song Festival was "inaugurated . . . as part of *The Evening Bulletin* community plan to bring about better understanding and closer relationship among our varied racial and national groups through interchange of traditional expressions." The program included selections from the age-old services of the Jewish, Armenian, Russian, Moravian, and Lutheran churches as well as hymns familiar to the Protestants of the United States, and Negro spirituals.

Gift for a City Park—A cash gift has been made to the city of Madison, Wisconsin, by a citizen to be used for the planning and development of a city park.



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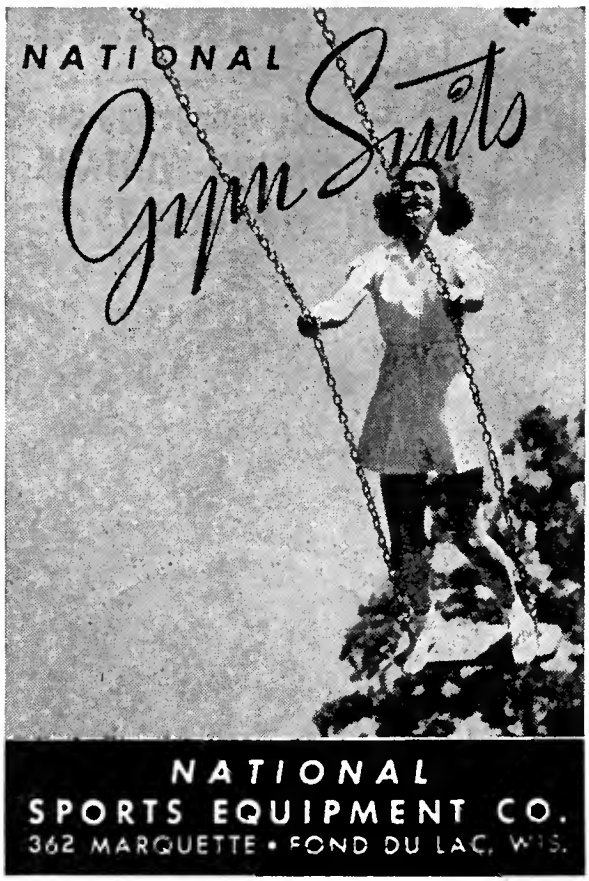


The Eleventh Annual Recreation Conference—The Eleventh Annual Recreation Congress, to be held under the auspices of the Chicago Recreation Commission on November 27th at the Morrison Hotel, will devote its program to a consideration of the many urgent questions concerning recreation and its meaning in the postwar world.

Fix It Yourself—The Community Center of Fenton, Michigan, is teaching people how to take care of that broken furniture that went to the repair man—when there was a repair man. Two series of classes, each lasting twelve weeks, in furniture repair and refinishing have been set up. Potluck dinners sometimes begin the classes and snack refreshments usually end them. Many of the rejuvenated pieces of furniture were exhibited in May 1945, at Fenton's Annual Hobby and Antique Show. The students in the class are learning, as they go along, not only to glue the back on Grandmother's chair, but how to identify good pieces of furniture; the properties and uses of common woods; the proper setting for period furniture.

Spotlight on Noise—The entire third floor of the Aguilar Branch of the New York Public Library has been turned over to the young people of Harlem for their use as a neighborhood recreation spot. A member of the library staff and a young worker from the United Neighborhood Houses of New York will serve as hostesses at the club meeting three nights weekly, but the plans for their activities will come from the children themselves. The children selected the books for the shelves: popular novels, detective stories, westerns, war books, joke and quiz books, and magazines on the movies, radio, boxing, band leaders, and other unusual library fare. The librarian, Mrs. Helen Benson Matthews, says that if the noise of the lounge reaches down to the reading rooms below she will believe it is a success.

Mad About Music

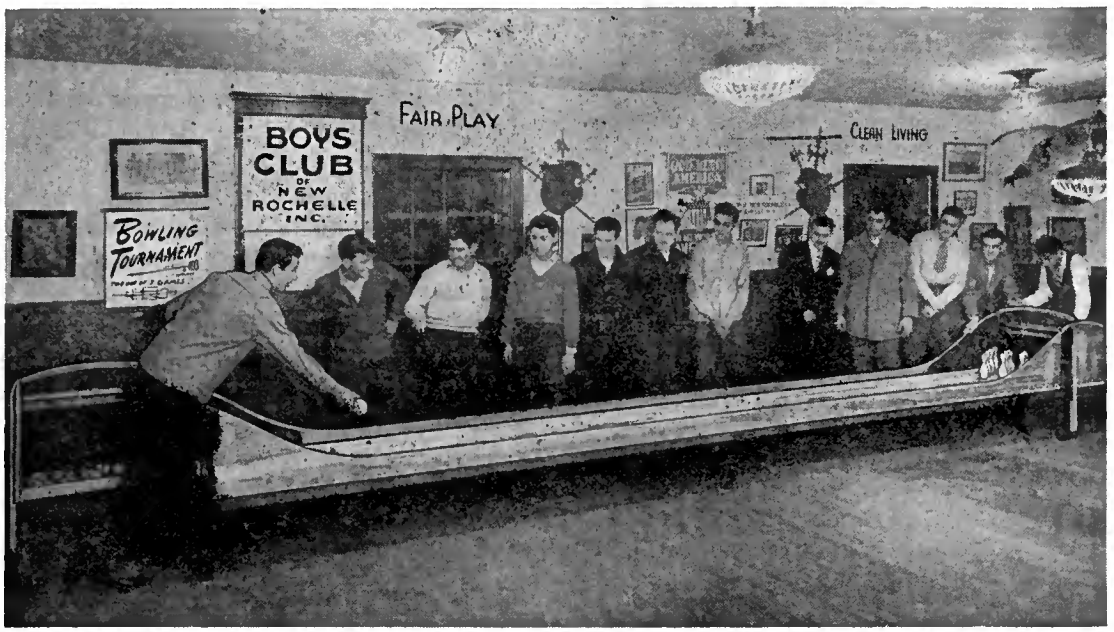
(Continued from page 342)

rehearse on their own time and their idea of an evening of fun is to get cokes and sandwiches, invade a home and play and eat until parents chase them out.

If any group in Winfield wants a musical program, the high school furnishes it free of charge. It contributes orchestras to Sunday Schools and singers to church choirs and to Women's Club meetings. A hilarious "Dutch Band," composed of five brass pieces, does the clowning for conventions, county fairs, and high jinks of various sorts. There is also a snappy "Little Theater" orchestra of twenty-six members, picked from the symphony, which plays for school stage presentations. There are baseball bands and football bands, but it's the basketball bands that go to town. A big band gives a pre-game concert and plays the opening exercises. A smaller "jeep band" wows 'em between halves with intricate drills and snappy formations, interspersed with acts by baton spinners and dancers.

The spell that music has woven over Winfield youth was dramatically shown during the worst flood in the city's history in 1944. The turbulent Walnut River crashed through the dike, split the town in two, and raging waters engulfed the business district, paralyzing light and water plants, and bringing everything to a standstill.

Prof. Joseph E. Maddy, founder of the famous National Music Camp at Interlochen, Michigan, was in southern Kansas and planned to visit Win-



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field and conduct the high school orchestra in a rehearsal. When word got around that he had arrived in spite of the flood, students kept the engagement and began to arrive by rowboat or wading, to the high school. When rehearsal started, ninety-eight out of 100 players — the other two were ill—were in their seats. Symphony playing continued for six hours.

They warmed up on Schubert's "Unfinished Symphony." Then they called for Tschaikowsky's Fourth Symphony and, as Maddy told me later, "They not only played the score of the most difficult of all symphonies (first movement), but they observed every expression, every nuance, better than most professional orchestras—and how they loved it! In all my experience I have never heard a high school orchestra play more artistically than those flood-bound kids that night."

It was long after midnight when those youngsters stored their instruments, grabbed their hip boots and set out for home. Some had to use boats to cross the swollen river to get home. They had had a glorious adventure—but the significance of what they had done was greater than the thrill. They had fulfilled the tradition of more than half a century of good music in Winfield. Of that Maddy said: "The joy of performing great music and the discipline imposed by that music has transformed the little city of Winfield into a living symphony of culture."

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A Recreation Folk Dance Camp

OGLEBAY PARK'S sixth annual Folk Dance and Recreation Camp was held over the Labor Day week end, 1944. At the Park in Wheeling, West Virginia, ten states were represented, and singing games, folk dances, folk crafts, music, and outdoor cooking were among the subjects taught. An interesting feature of the program was the "workshop hour" when there was a general exchange of songs, games, dances, home and community recreation ideas.

An innovation this year was the serving of nationality meals for dinner every day. The first was an American pioneer picnic with servers in pinafores and frontier garb. At another meal food was prepared in the style of "down Mexico way." Tables were decorated in Mexican manner, and servers wore the national Mexican costume. The final dinner was a Swedish Smorgasbord feast held just before the final event of the camp, a folk dance festival on the outdoor stage. The program was an informal one, and all attending camp took part. It consisted of folk dance exhibitions and the singing of songs from other lands.

A special program was planned for each evening of the camp. The first featured a campfire, followed by a play party designed to give the members of the group a chance to become acquainted with one another. On Saturday night came an old-fashioned square dance complete with caller and orchestra. At the end of the general square dance each section demonstrated the type of dancing from its part of the country and competed in the annual square dance contest.

On Sunday night came a folk dance party when everyone taught his favorite folk dance and learned that of his neighbor.

The All-Day Neighborhood School

THE SECOND YEAR of the demonstration of the All-Day Neighborhood School Program in Public Schools 33 and 194 Manhattan has brought us nearer the goal — an integrated program of education, recreation, and neighborhood activities for youths and adults. In this program, the Public Education Association and the Board of Education are demonstrating a design for an elementary school whereby children and their parents are afforded opportunities to identify themselves with the needs of their neighborhood.

Some of the significant features of the program for the school year 1943-44 are:

1. The informalized and personalized education program has been extended throughout both schools.
2. Self-discipline, a feeling of responsibility toward the school and the community, and group solidarity are more in evidence.
3. Better understanding has prevailed among all groups.
4. Expressional activities, such as art and dramatizations, are the normally expected outlets for the children, as is also the use of and visitation to museums and art galleries.
5. Children with behavior difficulties are identified very early in their school careers and are given specialized treatment by the social workers assigned to each of the two schools.
6. Teachers and supervisors have grown in understanding of children's needs and in ability to make adjustments; individualization of instruction is now a reality.
7. The use of the specially-competent group teachers and of volunteers for enrichment and for recreation activities is an integral part of the program.
8. Parents are very active in discussion groups and in assuming responsibilities for some of the school activities.
9. The social and character-building agencies are cognizant of the all-day neighborhood school program and are cooperating wholeheartedly with the teachers in meeting the special needs of their children.
10. The role of the social, religious and recreation workers, doctor and nurse, and teachers has been clarified. Several committees, composed of representatives of various groups, have been functioning very effectively.
11. There has been close cooperation by the parents with the Play School Association and the Hudson Guild, with the result that summer playgrounds have been conducted each summer in both Public School 33 and Public School 194 Manhattan.

12. The All-Day Neighborhood School Program in both schools has been used for teacher training demonstrations by New York University, Adelphi College, the State Department of Education, etc.

For the third and last year of the demonstration, the following phases of the program will be emphasized:

1. Adult education and community activities will be set up with the aid of a specially-competent adult education leader in Public School 194 Manhattan.
2. Mental hygiene procedures for the younger children are to be developed with the cooperation of the Vocational Adjustment Bureau and the National Committee on Mental Hygiene, in Public School 33 Manhattan.
3. There will be an extension of intercultural education in three fields: interchange of groups of pupils between Public School 33 and Public School 194; the utilization of the experiences of representatives from both communities; and the Youthbuilders' discussion technique.

Visitors from every section of the country and from the various outside school systems have viewed the All-Day Neighborhood School Program as one of the very effective means of preventing delinquency and of developing effective citizens. The appraisal of the effectiveness of the program, now in process by the Bureau of Reference, Research and Statistics, and the College of the City of New York, will indicate the steps to be taken to modify this new design for an elementary school program so that it can be extended to other schools in difficult areas.

—From *All the Children,* 45th Report of the Superintendent of Schools, City of New York, 1943-44.

A Seashore Playground

MIDWAY BETWEEN New York and Boston, on the western boundary of New London, Connecticut, lies Ocean Beach Park, a 50-acre tract dedicated to summer fun.

In 1938 the hurricane wrecked 200 small cottages, leaving desolation in its wake. From the wreckage has evolved a crescent-shaped beach of fine sand 300 feet wide and half a mile long, with a modern bathhouse accommodating 3,000 bathers at one time. In addition to the bathhouse, there is only one other building in the park. This is a clubhouse known as "The Gam," which is connected with the bathhouse by a shady breezeway. The Gam takes its name from New London's historic past as a whaling port, when the term was used to signify the rendezvous of whaling ships at sea. On the first floor is a large self-service food bar with open terrace, and on the second floor a blue plate and shore dinner restaurant. In the building are also located the beach store, offices, police and fire substation, and public rest rooms.

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Dancing is enjoyed at the Gam on the boardwalk plaza approximately 400 feet square. Music and announcements can be piped to almost any part of Ocean Beach Park by the public address system.

Such games as ping-pong, quoits, shuffleboard, paddle tennis, archery, and handball are offered adults, while for children there are playground equipment and a fountain wading pool.

The picnic ground provides tables for family parties under shade trees and outdoor hearths for cooking. The Olympic pool, 65 by 165 feet, meets all specifications for championship swimming meets.

To help meet expenses, moderate fees are charged for the use of facilities. There is a general admission fee, but reasonable season and group rates are featured.

The Board in charge of this $3,000,000 development is headed by Dr. Katharine Blunt, formerly president of Connecticut College.

A Summer Time Play School

(Continued from page 357)

rollment fee large enough to cover the cost of milk and crackers. However, once the fee had been announced, it was unwise to "up" it. The larger fee would not be possible, of course, if the play school were operated for children of lowest income families, but in this case the children were from families of war workers who, presumably, could have met the increased cost easily.

It had also been planned to have the children swim once or twice a week at a near-by public swimming pool but, at the last minute, hours for classes in lifesaving collided with the play school schedule, and so the swimming had to be abandoned. Another year, when there might be more time beforehand to explore all possibilities, the leaders think they should arrange play school hours so that the children can have swimming as a part of their fun.

On the credit side of the ledger—and it far overbalances the debits — the over-all experience for mothers who served as leaders was both pleasant and important. It gave them an opportunity to see what other children are like, and increased their understanding of their own sons and daughters. It provided an outlet for talents and energy that gave variety to their days. And it strengthened their self-confidence.

For the children, it was fun to play with others of their own age, to learn some new skills, to go on the trips, to have "something to do," and, though more intangible, to know the pleasurable sensation of "belonging."

Human Problems of Old Age

(Continued from page 374)

Hodson Center to believe that it can be done everywhere for nearly all of our older people.

Bronx House

And at the Bronx House all this has been duplicated. Some forty-five older people were subjected to an even more rigorous challenge. "The Friendly Folks," as they call themselves, in addition to being just a club of older people (and they were months in getting organized into a club), was placed in a setting where part of the experiment was to relate them to the total settlement program. They were encouraged to participate in the adult council, composed of younger and more vigorous adults. They saw these younger adults enjoying activities similar to those at the Hodson Center. It might have constituted a serious threat to them, but it hasn't. They function with younger adults; they have overcome their poverty-stricken notions about conducting fund-raising activities, and now contribute to community projects like all other house groups. They no longer fall asleep at a program, for very likely one or more of their number has been asked to sing, recite, give a report, or actually act as chairman of a function. I have danced with them Russian Shers, and have taught them to respond to the raucous calls of the American Square.

The Hodson Center and the Bronx House groups have been operating since the fall of 1943. Both groups have come a long way. Although professional workers who understand the needs and above all the feelings of the older person must be provided for leadership, it is imperative that the older persons be encouraged to do as many things for themselves as possible. They must be emancipated from their own fears which our culture has induced. Although both of these projects were conducted largely for welfare clientele, the same needs are keenly felt in all communities by older people, so that even middle and upper class neighborhoods should provide similar programs.

Looking to the Future

Little is known about the real potentialities of the older person, what his activity interests really are, to what extent he can participate, what kinds of group experiences he needs, what his unique psychological problems are and how they can be resolved. Social work agencies must explore this frontier.

This applies not only to the recreation center, but to the old age home as well. The latter might well set up similar recreational instrumentalities in its own building to bring its clients closer to the real community and to bring within its walls for "day care" old folks whose homes are near the agency. Case work agencies should be prepared to refer older people to recreational resources as readily as they do children. Adult education leaders must learn that older people prefer informal recreation activities to formal education classes.

The older person is here to stay. Medical science has made longevity a reality. Usefulness and creativity and companionship in decent surroundings must go along with the span of life. Too frequently we have said the future belongs only to

youth. Sir James Frazer, the anthropologist, author of the *Golden Bough,* describes a beautiful corn-medicine festival ritualized by the North American Indian. Our native forebears believed that a certain Old Woman who never dies made the crops grow again year after year. Youth brought her their annual offerings. Here is ceremoniously personified the aged insuring the future of youth in their own immortality.

The future belongs to youth and age together. As Henry Cuyler Bunner has so simply put it:

"It was an old, old, old, old lady,
And a boy that was half past three;
And the way that they played together
Was beautiful to see."

Finger Painting Serves the Serviceman—and Others

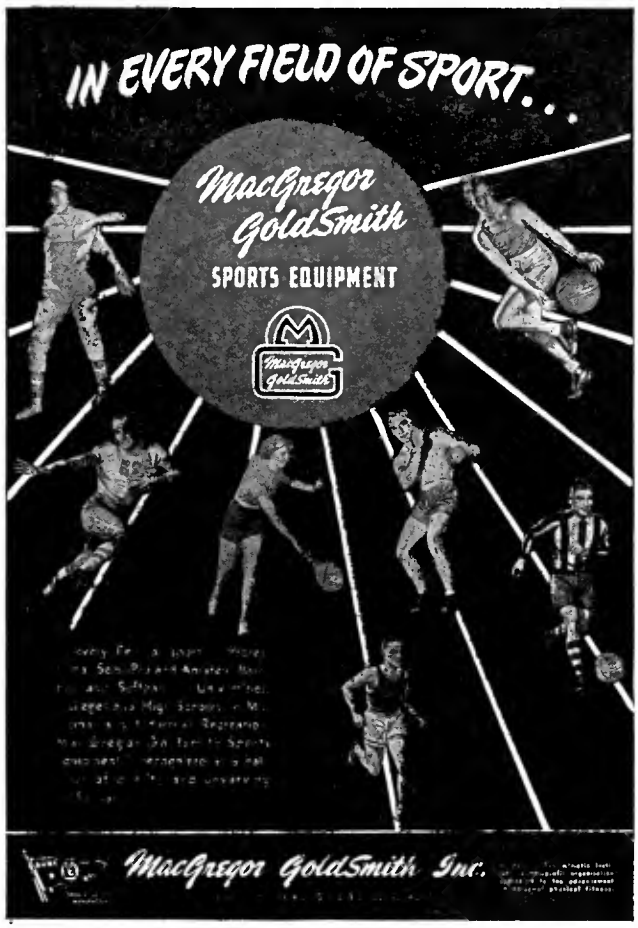
(Continued from page 347)

Accustom yourself to the feel of the paint. Keep the paper wet, always—not too wet, so the paint runs, but creamy.

Now smooth out the paint to create a background. Use the soft side of your hand, between wrist and little finger. Differentiation between land and sky can be made by wiping more paint from the sky. The clouds are also made with this part of the hand, by touching the sky lightly and quickly. You might also use the soft part of the underside of your forearm to create a somewhat similar effect.

You can now begin a design. I have used a subject which is popular with servicemen—that symbolic home to which they long to return. You can draw the little cabin in the hills with the first finger. You might add a tree. This is done by clenching the fist. Dip the flat bottom of the fist into some water and additional color (which you have placed for this purpose at the side of the table). Place this part of your hand firmly on the paper where you want the roots of the tree, then move it upward slowly. This will give you a typical tree trunk. Wave it a bit, as you move it, to suggest the bark and other irregularities.

As the picture grows, and as you experiment with it, you may discover new effects for yourself. The branches are drawn in with the index finger. Leaves are added by pressing the flat part of the thumb on the branches. Grasses at the foot of the tree are done with the finger nails. The fine lines are made with the finger nail . . . the back of the nail of the index finger. The birds in the sky are done with the knuckle of the index finger. The fence in the foreground is drawn with the index finger. The flowers are done with the side of the thumb or the flat end of the index finger.



During the whole process of finger painting, it is necessary to keep the surface of the paper wet. If it dries too fast you can dip your finger in water before applying it to the paper.

When you have finished the painting, lift it up carefully at two corners and lay it flat on a sheet of newspaper to dry, face up, of course.

After it is dry the picture may tend to curl up, somewhat like a photographic print. The picture should be made smooth by laying it face down on an ironing board and applying a hot iron to the back.

Finger paintings should be mounted on heavy cardboard, and it is desirable to use a mat.

After you have experimented with black finger paint, you will want to use colors. In this brief outline I can say no more about color than to recommend that you learn for yourself by trying, and then trying again.

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A Program for Thanksgiving

(Continued from page 352)

dence and formed themselves into a new nation "conceived in liberty" their first president proclaimed the first day of *national* Thanksgiving.

NARRATOR I: "Now, therefore, I do recommend and assign Thursday, the twenty-sixth day of November next, to be devoted by the people of these States to the service of that great and glorious Being, who is the Beneficent Author of all the good that was, that is, or that will be; that we may then all unite in rendering unto Him our sincere and humble thanks for His kind care and protection of the people of this country, previous to their becoming a nation; for the signal and manifold mercies, and the favorable interpositions of His providence, in the course and conclusion of the late war; for the great degree of tranquillity, union, and plenty, which we have since enjoyed; for the peaceable and rational manner in which we have been enabled to establish constitutions of government for our safety and happiness, and particularly the national one now lately instituted; for the civil and religious liberty with which we are blessed, and the means we have of acquiring and diffusing useful knowledge; and, in general, for all the great and various favors, which He has been pleased to confer upon us."

AUDIENCE: *Battle Hymn of the Republic*

TABLEAU VIII: Lincoln standing in an attitude of contemplation with his proclamation in his hand.

NARRATOR II: Nearly a hundred years later the nation "dedicated to the proposition that all men are created equal" was engaged upon a Civil War. That was not an altogether happy Thanksgiving. But even in those perilous times a great president found things to be thankful for among the people whom he led, and words to say for those people what was in all their hearts.

NARRATOR I: "I do therefore invite my fellow-citizens in every part of the United States, and also those who are at sea and those who are sojourning in foreign lands, to set apart and observe the last Thursday of November next as a day of thanksgiving and praise to our beneficent Father who dwelleth in the heavens. And I recommend to them that while offering up the ascriptions justly due to Him for such singular deliverances and blessings they do also,

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with humble penitence for our national perverseness and disobedience, commend to His tender care all those who have become widows, orphans, mourners, or sufferers in the lamentable civil strife in which we are unavoidably engaged, and fervently implore the interposition of the Almighty hand to heal the wounds of the nation and to restore it, as soon as may be consistent with the divine purposes, to the full enjoyment of peace, harmony, tranquillity, and union."

NARRATOR I: In this year of 1945, when another and more terrible war has come to its terrifying close, those words of Abraham Lincoln must find an echo in every heart. But in every heart there is room for a great rejoicing, too, and the will to carry out the proclamation of another President for a day of thanksgiving.

NARRATOR II: (Read Thanksgiving Day Proclamation for 1945.)

NARRATOR I: In war and in peace, in time of great trouble and in time of national rejoicing we have set aside each year this day to remember the miracle of growth, to "sing unto the Lord" our praises for the good earth and the good fruits of the earth.

AUDIENCE: *A Mighty Fortress is Our God.*

Calling All Educators

AMERICAN EDUCATION WEEK had its beginning twenty-five years ago after the first World War. It is especially fitting, therefore, that the 1945 celebration of education's aims and achievements in these United States should look to the problems that will face all of us in establishing a secure and equitable manner of life in a peaceful world.

The general topic for the week (November 11-17, 1945) is *Education to Promote the General Welfare.* The National Education Association (1201 Sixteenth Street, N. W., Washington 6, D. C.) has prepared various special materials for local observances. These are available at nominal cost. Notable among them is a series of dramatic radio scripts and transcriptions for seven four and a half minute broadcasts covering the daily topics chosen for the week's observance. In addition there are four quarter hour programs stressing the role of education in the maintenance of the peace, in the development of tolerance, and in improving the nation's health.

Now Off the Press!

"THERE'S NO PLACE like home"—*if* home is an interesting place to be!

Even with playgrounds and community centers, parks and schools and teen-age clubs, there is still a lot of time when the family stays home. Families that do things together during those stay-at-home periods have a lot of fun together. So, the National Recreation Association has just published a book of suggestions for family fun and ways to make home a more interesting place for the family to play. It is called *Home Play* and is priced at seventy-five cents. The table of contents offers such suggestive section headings as:

When the Family's Alone

The Family Hangs Out the Welcome Sign

Places to Play

What About . . .? (such things as books and rainy weather and pets and convalescents.)

Singing in the Rain

(Continued from page 359)

new works from American composers and they are singing these works in concerts, over the air, on records.

High standards, hard work, good leadership, the quality of joy in what they are doing, good musicianship—each has its place in making the Collegiate Chorus something very special in the world of music-for-the-love-of-it, but something special that might be taking place in almost any city or town throughout the country provided only that the people who take part have earnestness and love of their art and real desire for perfection.

How Does Your Library Grow?

(Continued from page 354)

than a taken-for-granted, always-around-to-be-consulted-where-necessary commodity. When used intelligently they can be a valuable aid to program planning; when used with imagination and intuition they can go far toward making an exciting program out of a dull one, toward making a well-integrated program out of a hit-and-miss one.

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New York Considers the Needs of Youth

(Continued from page 364)

factory answer, upon the achievement of full employment by our nation as a whole. It is, therefore, basic that agencies concerned with youth welfare integrate planning for youth with over-all planning in the employment field.

In order to meet the special problems of the thousands of young people in New York City who have taken jobs during the war period without completing their education and who are largely employed in unskilled jobs, the following programs and legislation are suggested:

An extension and expansion of apprenticeship training, formulated and executed with the close cooperation of labor, management and government; an expansion and revision of Training Within Industry to enable those young people who continue to be employed to broaden their skills and technical knowledge; a revamping of the present Board of Education War Training Classes to Peace Training Classes, operated late afternoons and evenings for young adults.

In order to meet the needs of youth graduating from school, or coming of employment age in the reconversion and postwar period, the following additional programs are suggested:

More complete information on jobs and their future as related to economic trends in New York City, in order to provide more accurate training and guidance for youth; closer correlation of education with future employment possibilities; establishment of adequate vocational guidance services in every school.

Youth Participation

Young people must be convinced that the community believes their participation in community affairs is of vital importance.

More opportunities must be created for young people to take real responsibility in planning and operating activities in organizations and in the community.

Civic activities which satisfy the desires of youth must be developed.

Religion

All churches and synagogues need to do a great deal more than ever before to promote respect for members of other groups. Youth looks to religion for guidance in these matters.

Churches and synagogues might more frequently utilize their facilities for the benefit of the whole community; they might offer recreational opportunities for youth, and expand their presently existing program of recreation, guidance, etc., in behalf of all youth who might turn to them.—Reprinted from *Better Times*, May 25, 1945.

Sports Heal War Neuroses

(Continued from page 344)

have the following general symptoms: Deep sense of general anxiety, tenseness, tendency to worry excessively, fearfulness, body sweating, palpitation, sometimes hysteria, depression and all kinds of physical complaints, most of which are purely imaginary.

"Play provides that therapeutic spark which often enables the veteran to get started on the way back to his normal life," Dr. Davis said. "It is not difficult to understand, therefore, why the Veterans Administration places so much emphasis upon recreation which is carefully organized and exploited as an adjunct to medical treatment."

Though they may not be aware of it, recreational therapy—supplemented by treatments such as electric shock, insulin sub-shock, fever and psycho-therapy — will be one of the outstanding hopes for the ultimate partial or total recovery of the ex-servicemen occupying the nearly 50,000 beds in the thirty-three neuropsychiatric hospitals maintained by the Veterans Administration.

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A Museum for Your Children

(Continued from page 363)

needy areas. This Foundation has been organized because of the large number of requests from communities all over the nation to provide some sort of organization which might help them in developing a children's museum in their community. In its first year five new children's museums were created and the Foundation now stands ready to offer help and assistance to any community interested in starting a children's museum. A trained staff of professional children's museum organizers is ready to bring this new world to the children of your community. It is the purpose of the Foundation to aid the community during its first year of establishing a children's museum. At the end of this year direction and control of the new museum are given to community leaders. The Foundation's role thereafter is one of friendly adviser. For further information write to John Ripley Forbes, Director. Send as much information about your town or city and the local sponsor as you can.

Paid Leadership

You will need a full-time, paid children's museum worker once your organization has been established and you will need a building from which to operate a program. You cannot get a well-trained worker to carry on your program at a poor salary. In this, as in most things, you get what you pay for. The salary of a first-class worker should not be less than $2,200 a year. The success of the program will depend largely upon the leader and, in the case of small projects at least, this item will be your largest and most important expenditure. With the large project, no matter how many volunteers you may have helping, one or more trained workers must be on the staff and their salary must not only be fair but attractive if you want to get the best results.

Last Word

This program is one strong answer to the grave problem of juvenile delinquency. It is the ideal tribute for a memorial to our soldiers. It is truly an exciting link between recreation and education for young people.

You can have a children's museum in your community.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, July-August 1945

Swimming Pools and Bathhouses (Part III), W. E. Bartram

The Park Arboretum, Dr. Donald Wyman

Roads vs. No Roads, George W. Koronski

Local Needs for Parks and Shade Trees, Charles W. Eliot

The Maintenance Mart

Safety Education, September 1945

School Jurisdictional Student Accident Report, Elizabeth Hayes

Safety Education Data Sheet—Bicycles

National Parent-Teacher, September 1945

As Our National Chairmen See It, Gertrude E. Flyte

The American City, August 1945

Seashore Recreational Plant Pays Well, Joseph Lawren

Decorative Lighting in Parks, E. D. Tillson

Sports Age, August 1945

Sports Are Helping Them on the Road Back!

Aim—A Sports World Digest, August 1945

Industry Organizes Own Sports Conference, Jim Schlemmer

Postwar Plans: An Outdoor Range-House

PAMPHLETS

Halloween Fun Book

Minneapolis Halloween Committee, 325 City Hall, Minneapolis, Minnesota. Price 30 cents postpaid

Minimum Sanitary Requirements for Swimming Pools and Bathing Places

Department of Public Health, Division of Sanitary Engineering, State of Illinois

Community Planning for Youth

By George Tuttle. Reprinted from *Canadian Welfare,* April 1945

Community Recreation Center Quiz

(Continued from page 372)

chorus of 110 voices, using one director and an assistant director. In another group of sixty we have one director, but for musical productions we added a drama person and a dance person.

The material on the foregoing pages is only part of the *Community Recreation Center Quiz.* The rest will be published in the November issue of RECREATION. The complete article is also available in pamphlet form at a cost of $.25 from the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

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New Publications in the Leisure Time Field

My Own Book—How I Grew

The Womans Press, 600 Lexington Avenue, New York. $.25.

IN THIS BOOK the Womans Press has provided the girl with the means for recording all the happenings of her life during high school or college days—her interests, friends, their birthdays, likes and dislikes. In addition to these entries, blanks are provided for favorite poems, snapshots, clippings, favors, programs, and all the various "miscellany" so dear to the heart of a girl.

Juvenile Guidance—A Plan for Action

National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

UNDER THIS TITLE the National Congress of Parents and Teachers has issued a pamphlet containing a brief digest of fundamental needs in meeting the problems of youth and offering a stimulus to further study and work. In the booklet the problem is discussed and a plan of action for local P.T.A.'s is offered. A section of the report deals with the importance of recreation.

Songs from Story Parade

Margaret Thorne, editor. The Furrow Press, Brooklyn. $.25.

HERE IS A COLLECTION for children of songs a little out of the ordinary. The words and music were made in many places, by and about many kinds of people. The editor has attempted, according to her note, to select songs easy to sing and to remember because they "have a real rhythmic unity between the words and their tune."

Your Forests

By Martha Bensley Bruére. J. B. Lippincott, Philadelphia. $2.50.

THE MEANING OF FORESTS—and the lack of them—is set forth in this thoroughly readable book. The author goes with interesting detail into the origin of forests and their use and misuse in North America. Her plea for an intelligent approach to reforestation and cutting is all the more forceful because it is based upon logic rather than upon sentimentality.

Pistol and Revolver Shooting

By Walter F. Roper. The Macmillan Company, New York. $2.49.

THE TWO DECADES 1920-1940 saw a tremendous development in handgun shooting. While he makes no pretentions to having written the final history of this activity, Mr. Roper has certainly covered a wide area in the discussion of pistols and their care, ammunition and accessories, stocks and sights as well as watches and the rules that govern them. A chapter on learning to shoot is designed primarily for the beginner who is working without benefit of a coach.

Home Is Fun

By Miriam E. Mason. Beckley-Cardy Company, Chicago. $.92.

THIS IS A STORY of a family of five who start out to find a home for themselves, wind up by building it and then proceed to live in it. It is written for children in the first grade. It is designed to interest them in all the variety of activities that take place in the home or spring from it.

New York City's Million Young People

Welfare Council of New York City. $1.00.

ON JANUARY 13, 1945 the Civilian Defense Volunteer Office and the Welfare Council of New York City co-sponsored a meeting to consider some of the problems of young people in New York City. This report covers the proceedings of that Conference of Youth Needs and is available from the Welfare Council Office at 44 East 23rd Street, New York.

Techniques
Script and Manuscript Lettering

Higgins Ink Company, Brooklyn. $.50 each.

HERE ARE TWO MANUALS designed to give instruction and information on the various uses of ink in lettering and art work. Each of the pamphlets is fully illustrated.

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Security through Recreation

NOT VERY LONG AGO a President of the United States said, "We have nothing to fear but fear itself."

Always one of the major human problems has been doing away with fear.

Pre-historic man had very much to fear.

And we still have the atomic bomb.

Cowards die many times before their deaths.

Even if a man is to die, it is important that he continue to be master of his own soul and be able to take what comes with a smile.

What man has most reason to fear is himself—his own limitations, his own weaknesses.

* * * *

Man's religion has made a major contribution in overcoming fear.

If man is to grow as he can and become what he ought, one of the first tasks is not only overcoming fear but also arriving at a sense of security.

This sense of security is something positive and constructive—more than just the absence of fear.

Music, drama, art have much to do in helping man to achieve this sense of security.

Recreation has a great contribution to make in helping man to grow, helping man to overcome his weaknesses, helping man to achieve the strength that is rightfully his.

* * * *

We have passed out of the pre-atomic age. We do not yet know the world that is to be, but we do know that recreation has a deep, significant and abiding contribution to make in helping man to remain master in the new world that is coming into being, instead of letting him become a slave, fearful of what he himself has created.

HOWARD BRAUCHER

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November

Photo by Louise M. Gross, Missouri State Teachers College *Courtesy Childhood Education*

Wanted! More Hobby Programs on the Air

By DOROTHY L. McFADDEN
President
Junior Programs, Inc.

HOW MANY radio programs are there today that stimulate some creative effort on the part of the young listener? Pitifully few. In a survey* which covered over 1,500 radio series for children that were broadcast from 1940 to 1945—mainly after school hours—the "hobby" category was found to include only fourteen interesting series. Among the other twenty-one types of program, only a few here and there contained anything that would encourage constructive activity on the part of the listener.

This seems to confirm the often-heard criticism of parents and educators who complain that too many radio programs for children, though they may be entertaining and perfectly harmless, contribute nothing to the young listener's personality growth and are really little more than a waste of time. They feel that since children spend an average of fourteen hours a week "tuning in," a fair proportion of that time should have some value beyond amusement. Young people could, during those after-school hours, be developing resources that would last them throughout the leisure hours of their later lives. In this, the radio could be of great importance, for it reaches and influences thousands of children who do not belong to any youth organizations or attend playground or settlement activities, and who so often have no idea of what to do with themselves.

During the past year there has been a lot of talk in RECREATION about radio—its use and its misuse. So, we were something more than pleased when the President of Junior Programs, Inc., wrote us that she had something to say on the subject. What she says will—we hope—bear rich fruit in more of the kind of radio programs that are right up your alley to produce or to recommend.

And—just in case you missed those other articles we mentioned here's a list of them: *Going on the Air?* December, 1944; *Patterns for Publicity in Radio,* March, 1945; *Wisconsin's Ranger Mac,* March, 1945; *Design for Promoting a Listening Audience,* August, 1945.

Hobby Programs that Worked

There have been some exceedingly interesting hobby programs aired in various parts of the country within recent years. Some of these may no longer be on the air, but their basic purposes and patterns were so worthwhile they should be an inspiration to others to "go . . . and do likewise."

The *Good Neighbor* and the *We Are Americans* series over station WLAV in Grand Rapids, Michigan, for example, should prove a challenge to anyone interested in handcrafts. Two thousand children joined the Young American Craftsmen Club in order to obtain the free weekly mimeographed bulletins giving them instructions for various craft activities. That these instructions were well followed out by the young club members in their play time was evidenced by the splendid exhibits of their work held at the museum at various intervals during the progress of the series.

The second series kept up the children's interest in Latin America and in three periods of American art. Demonstrations by professional artists and exhibits of handcrafts from the countries and periods described were also held at the museum, so that children were constantly inspired to make beautiful things with their hands. This was truly a community project. The idea came from the Grand Rapids Museum. The work was organized and financed by the local Junior League, and scripts were written by a League member. Special exhibits were arranged by the museum's sponsors. The library made up lists of correlated reading and displayed books. The applied arts teachers in the schools prepared the mimeographed craft instructions. The children, themselves, made posters and fliers in school, and the Parent-Teacher Associations helped to publicize the project. Surely the tremendous response of the youngsters showed that they wanted guidance and help in developing skills after school hours!

Actual instruction in handcrafts was given over the air on *The Idea Lady* programs on station WHK in Cleveland, Ohio. In Oklahoma City, on WKY, suggestions for craft activities followed each story dramatization on *The Junior Bookshelf.*

* *Program Patterns for Young Radio Listeners,* by Dorothy Lewis and Dorothy L. McFadden. National Association of Broadcasters, 535 Fifth Avenue, New York, N. Y. Free.

This was a special project during the polio epidemic and filled a real need in giving quarantined children ideas for things to do.

Children have been interviewed about their hobbies on series such as the *Junior Round Table* in Seattle, Washington (on KJR) and *Kid-Obby Time* in Long Beach, California.

Let's Play House, broadcast over KFAM, St. Cloud, Minnesota, had a club for girls called the Junior Mixing Bowl. Children brought in things they had made—sewed, cooked, woven—each Saturday morning when a board of judges passed on the exhibits.

Another program specializing in girls was *Betty Newton's Cooking School* on WFIN, Findlay, Ohio. Anyone with a talent for cooking and handling lively youngsters ought to be able to inspire the radio listeners with a desire to start cooking too! This type of program should have no trouble in finding local food sponsors, if a sponsor is desired.

Boys showed great enthusiasm over the *Newhio Flying Club* series on WHIO, Dayton, Ohio. Experts were interviewed, reports were read from local model plane clubs, and information was given guaranteed to keep up the young listener's interest in this worthwhile hobby.

At the Youth Center in San Francisco, recordings were made of some of the activities planned and carried out by the youngsters. Dancing, copper work, weaving, swimming, were later broadcast on the *Youth Speaks for Itself* program on KPO.

Nature, Music and Dramatics Go Over the Airways

Interest in pets and other animals was aroused by the *Animal Antic* programs on KBPS, Portland, Oregon, when stories that were sent in by the child listeners were broadcast in addition to other animal stories. Programs like *Afield with Ranger Mac,* on WHA in Madison, Wisconsin, undoubtedly have encouraged many youngsters to start nature collections. *Junior Gardeners* from Elmira, New York's WENY seems to have been the only continuous series designed to give practical help both winter and summer to young garden enthusiasts.

In the field of music hobbies, how much could be done by recreation leaders to raise the standards of many of the "talent shows" that exploit the supposedly talented child! The splendid chorus developed for the *Young America Sings* broadcasts in Memphis, Tennessee, on WMC could be used as a pattern by many community leaders. Standards for admission to the chorus are kept so high that young people feel it a real honor when they are allowed to join, and the group enjoys numerous annual activities of its own besides rehearsing and singing on the program.

Other interesting examples in the music field are the children's harmonica band of sixty that played on station KOY, Phoenix, Arizona, alternating on Saturday mornings with a story program; and a choral group from the playgrounds of San Bernardino, California, which made a specialty of western songs and poetry over station KFXM in a program called *Rancho Roundup.*

Novel games, as well as other activities in the play centers are described on the weekly *Recreation Program* on station WNBF in Binghamton, New York.

Youngsters interested in dramatics will work especially hard to be allowed to broadcast. The young people on the *Playhouse* program on WHBC, Canton, Ohio, had a wonderful time with a club and other activities between the days when they entertained audiences with dramatized fairy tales, mystery plays, and Sunday evening Bible stories.

A Challenge to Recreation Leaders —

Perhaps the above descriptions may make the reader feel that there are plenty of interesting radio hobby programs. Unfortunately the pressure of wartime broadcasting forced many of these off the air while others were discontinued due to lack of personnel and other factors. Even if every one of them were still being broadcast, they would be only a drop in the bucket, considering that there are over 900 radio stations in this country and more than twenty million children between the ages of five and thirteen!

These samples of some successful ideas do not in themselves begin to cover all the types of program that could be developed. Leaders such as those trained in recreation work should take the initiative in planning and at times writing and presenting radio series for young people in the field that they know best, whether it be new games to play, crafts that use waste material, nature lore, music, drama, or what have you? Well, what *do* you have that you could offer over the air to enrich the lives of some of these twenty million eager youngsters?

(Continued on page 442)

The National Recreation Congress

Many have told us not only that they very much wanted this Congress, but *what* they wanted if and when a Congress was permitted.

If you wrote before but have new suggestions now, please send them in. If you have not written and are meaning to do so—good!

Will you attend? How many of your group will come? How many board members? How many volunteers? No limit is being placed this year upon the number who can attend.

—*Howard Braucher*

Atlantic City, New Jersey . . . . . January 28 - February 1, 1946

SINCE 1942 the National Recreation Association has held no Congress. Though requests for a Recreation Congress during the war years were urgent and country-wide, the Association, complying with the requests of the Office of Defense Transportation, decided to postpone the meeting until travel restrictions had been lifted.

Now there is to be a Congress — at Atlantic City, New Jersey—January 28 - February 1, 1946.

Plans for the program are under way. Requests for suggestions have gone out all over the country, but it is too early to make any announcements regarding program or speakers.

Because the problem of hotel reservations is a difficult one these days, the Association has made the housing of delegates one of its first concerns. Although many of the hotels in Atlantic City are still being used by the government as hospitals for servicemen, the Association has been able to work out an arrangement with a combination of hotels which will provide excellent meeting facilities and rooming accommodations at rates that will meet the needs of all delegates, including those desiring better accommodations and willing to pay more, as well as those desiring to secure less expensive accommodations.

The hotels selected are very close together thus making accessibility to meetings easy for all regardless of where their rooms are located. Popular priced restaurants are also close by making it possible for delegates to obtain meals at different places if desired.

The combination of hotels agreeing to serve the Recreation Congress includes: The Claridge, Brighton, Crillon, Dennis, Madison, and Monticello.

Claridge, Headquarters hotel, is on Indiana Avenue, six blocks from the station.

Brighton is just across the street also on Indiana.

The Madison and the Dennis are just one block away.

The Monticello, two and a half blocks away.

The Crillon with parking lot is one half block to the rear.

Three popular price restaurants are within two blocks of Congress headquarters.

The Claridge has generously agreed to furnish all of their meeting rooms and exhibit space and has therefore been designated Congress Headquarters. All general meetings, most of the section meetings, the exhibits, consultation and information services will be there. Some of the section meetings will be held at the Brighton immediately across the street.

Approximately 300 can be accommodated at the Claridge if rooms are occupied as double rooms. Rates are also less on this basis per person. Single rooms are at a premium. Whenever possible, delegates are requested to double up.

Rates for the official Recreation Congress Hotels are as follows:

Claridge Hotel—Congress Headquarters

Double occupancy—$4.50, 5.00, 5.50, 6.00, 6.50, $7.50, 8.50 per person daily

(Continued on page 436)

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Museums for Children

By RUTH ELWONGER
Berkeley, California

THE BOY, about fourteen, came belligerently into the model airplane room of the Junior Recreation Museum, San Francisco. Under his coat he was clutching a white mouse.

"Look at the animals all you want, but you'll have to keep them down in the Science Room," said the curator. This newcomer's looking-for-trouble and don't-you-tangle-with-me attitude had led him to keep an unobtrusive eye on the boy.

After the mouse had been replaced in its cage—one of a dozen or more inhabited by lizards, snakes, toads, white mice and rats—the boy modified his belligerent attitude somewhat.

"D'yuh 'spose," he said, "I could make one of those speed models up there?"

"You certainly can," the curator replied. "There's a group about your age that works here every day except Sunday. There are contests, too, where you can fly your own models."

This incident occurred last summer a few days after the close of school. The boy not only stayed that afternoon but came every day the museum was open and worked with boxwood, sand blocks, wood putty, and paint. What is more, he became one of his group's best model builders and so proficient that one of his planes is on exhibit in the club workroom.

A week after the boy's first visit his mother called at the Museum to find out what her son was doing. She was obviously at once hoping to learn that his story of his new activities was correct and fearing that it was too good to be true.

"You know," she sighed in relief to the curator, "I've been so worried about Johnnie—that he'd get in trouble this summer for sure. My husband works nights and can't sleep when Johnnie stays around the house during the day. I work days but I thought I'd have to give up my job and try to keep an eye on Johnnie. Now all of a sudden he's a different boy since he thinks of nothing but building planes and the contests he's going to enter."

You probably recall your own childhood visits to museums—the rows of glass cases, the gigantic mounted skeletons, glistening floors of corridors lined with paintings that seemed all ornate frame, blue-coated guards like wax figures in the corners.

Museums have experienced a revolution since

At Palo Alto boys learn to build boats under skilled craftsmen

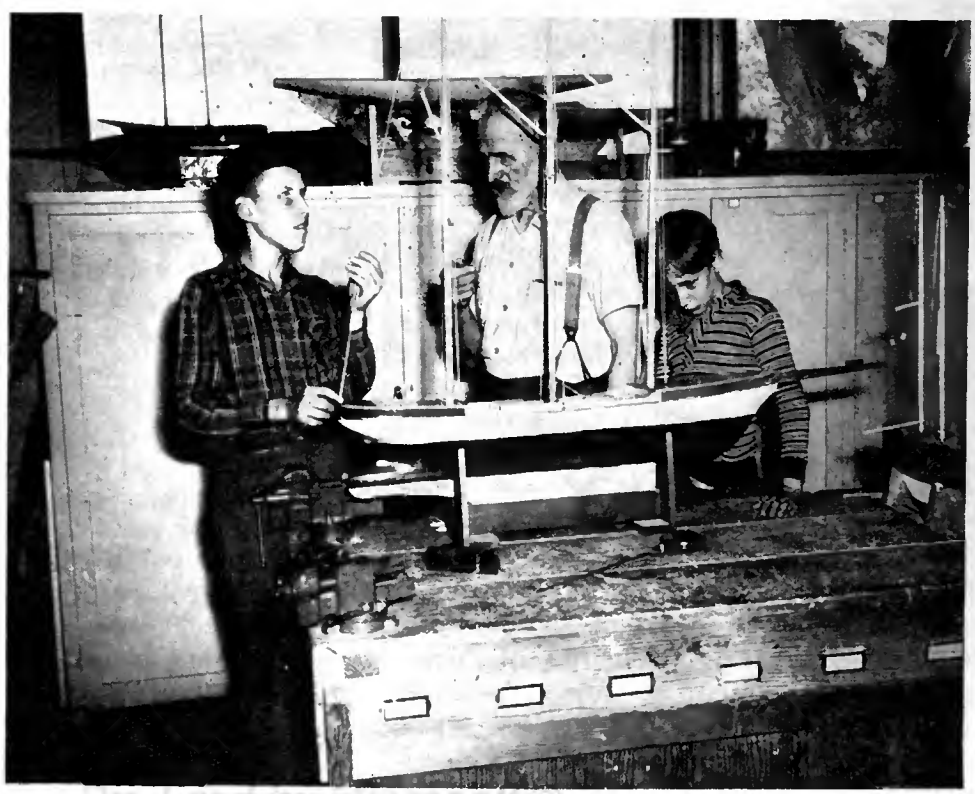

Photo by David Keeble

those days, beginning in 1899 with the establishment of the Brooklyn Children's Museum, the first museum in the world for children. The 1930's and the availability of WPA funds and personnel accelerated the movement so that today there are thirty-odd museums for children — in Alabama, California, Connecticut, Florida, Georgia, Indiana, Massachusetts, Michigan, Minnesota, New York, Tennessee, and Washington, D. C. The idea has spread to other parts of the world. Perhaps the newest junior museum outside the United States is that being established in the British West Indies by the Barbados Museum and Historical Society. Many adult museums now have junior sections. For example, in San Francisco the M. H. De Young Memorial Museum and the California Palace of the Legion of Honor—which are art museums — and the California Academy of Sciences, a natural history museum, have active programs for young people—and adults, too.

My own first experience with the junior museum idea came the evening of July 8, 1943, when four boys from San Francisco's Junior Recreation Museum were guest speakers at a meeting of the Audubon Association of the Pacific.

One of the boys, a member of the Rock Club, told of field trips to collect rocks and minerals and the later analysis, cutting, and polishing of specimens in the Museum's laboratory. Another boy exhibited live snakes of a half dozen species and told of their habitats, their qualifications as pets, and of their work for Victory Gardeners as consumers of garden pests. This boy, although only seventeen years old, worked the following summer as naturalist at one of San Francisco's recreation camps, high in the Sierra, where he successfully conducted a nature study program for both chil-

Corner of a painting class in Washington, D. C.'s museum

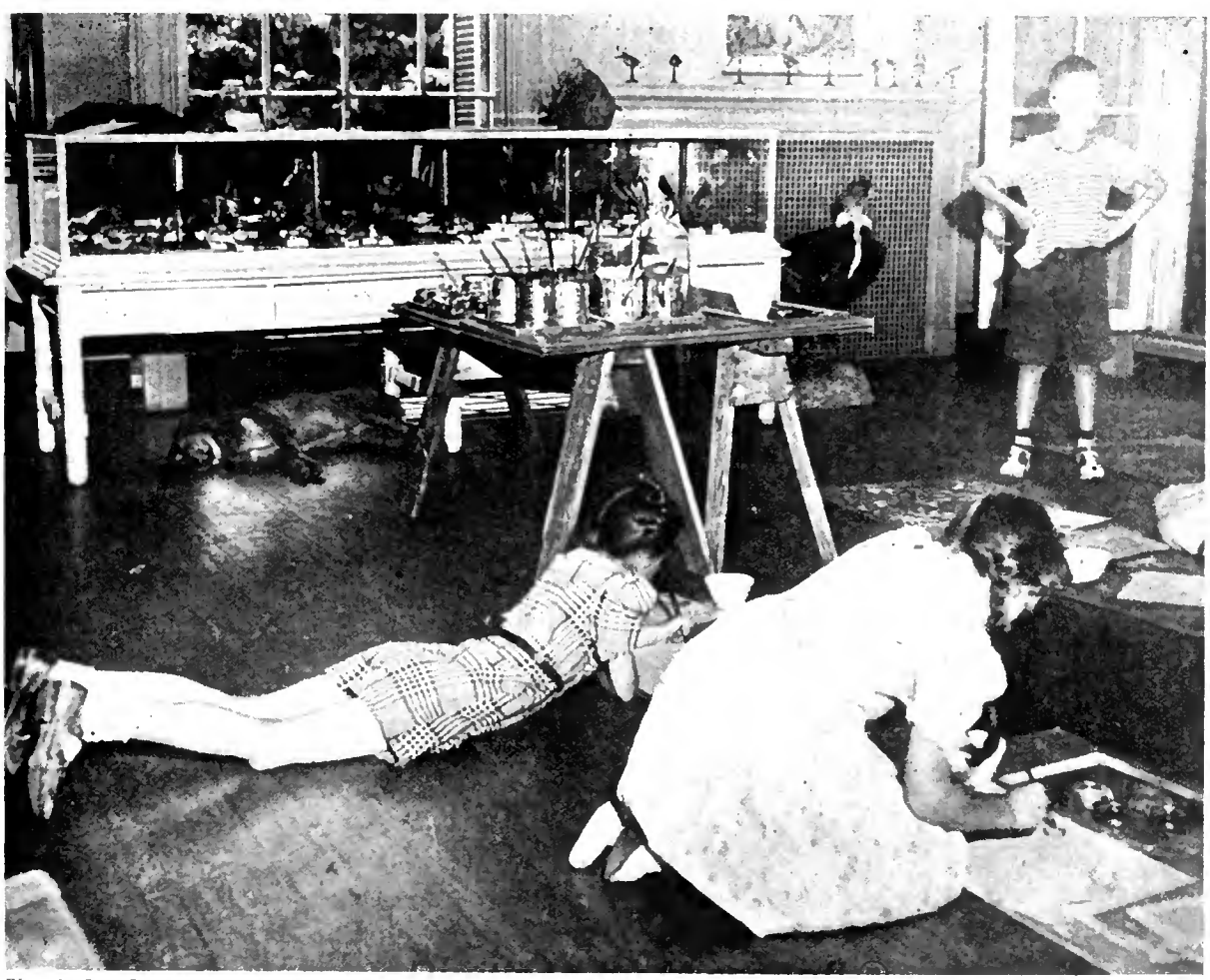

Photo by Jean Snow

dren and adults. The third boy, a chubby ten-year-old, spoke of the activities of a group interested in astronomy and demonstrated star charts they had made. The final speaker, fourteen years old, described the work of the Model Airplane Club constructing several hundred solid models of aircraft for the Navy's use in teaching identification.

All who heard these extemporaneous talks were impressed by the unusual poise and ability of these boys to express themselves. There was no trace of adult condescension as the audience crowded around the speakers after the program to ask questions and look more closely at the exhibits. Those who have had occasion to photograph junior museums in action have also commented on the unusual poise and cooperativeness of the youngsters who take part.

Exactly what is a junior museum? It is first of all a museum *for* children. It is a museum where children do far less looking at exhibits than they do participating in the making of exhibits, in programs, in the activities of clubs and classes. It is an opportunity for a child to experience the pleasure of achievement through work with other children of similar interests.

The exhibits found in junior museums are adapted to the needs of children in every detail from the wording of the labels to the utilization of the exhibits themselves. At the Junior Museum of Palo Alto, California, a recent exhibit included a Hopi Indian group, the cooperative work of several groups of children whose names appear on the case. The youngest children cut up newspapers for papier-mâché; older members of the Clay Modeling Clubs made pottery miniatures and figures. Even on completion exhibits do not become static. This one was coordinated with a weekly story hour of Indian legends for children of the first four school grades. At the Children's Museum, Washington, D. C., the event of one Saturday afternoon was "the shoeing by Blacksmith Harry Burton of the pony Dixie." At the same time an exhibit "Cowboys and Indians" was on loan from the National Gallery of Art.

At the Brooklyn Children's Museum many exhibits take on a peripatetic character. Enclosed in a cellophane case a bird, an insect, a costumed doll, a reproduction of a painting may be borrowed by children who meet certain qualifications of achievement. Many Junior Museums and junior departments of adult museums send exhibits to schools, playgrounds, and other agencies. For example, the Museum of Northern Arizona at Flagstaff circulates Treasure Chests of arts and crafts among the Indian and public schools of the state.

"My mother did not like my rock collection because it took up too much room," may be the beginning of a junior museum exhibit in this day of dwindling apartments and houses. Aquariums and terrariums that would be decidedly unwelcome in many city homes are cared for at the San Francisco Junior Recreation Museum by the children themselves.

Hikes and trips introduce children to the natural history and contemporary life and history of their area. A Field Finders' Club of first and second graders at the Palo Alto Junior Museum is interested in what it can find out-of-doors and visits the local yacht harbor to look at boats, the beach to collect marine plants and animals. A Bird Club and a Nature Club offer field trips for older boys and girls. As a technique for recreation alone such training is of value in an age when large numbers of adults still normally think of

Sixth graders make things from clay

Photo by David Keeble

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recreation as the lulling enjoyment of wheels going round under them.

The activities of junior museums, as well as the junior departments of adult museums, are organized into clubs or classes, and these are supplemented by motion pictures, illustrated lectures, and programs often with museum member casts. There may be garden clubs, camera clubs, puppet clubs, explorers' clubs, junior microscope clubs, botany clubs, stamp clubs, Why, What, and How clubs, music clubs, and magic clubs! At the San Francisco Junior Recreation Museum a model airplane club calls itself The Pterodactyls, after the flying prehistoric reptile of that name. The reward for good work is the opportunity to choose another model or the trophy at one of the numerous competitions held within the club and with other groups. An uninitiated visitor is bewildered by the profusion of pusher type planes, rubber-powered helicopters, Thunderbird towline gliders, Werlewind R.O.G.'s, B-24 Liberators, Curtiss P-40's, Grumman F-4F-4's, Wildcats, Vickers Supermarine Spitfires, Bell P-39 Airacobras, and North American P-51 Mustangs. Conversation in the workroom and articles in the club's paper, "The Third Dimension," reek with such terms as airfoil, template, pylon, under camber, stabilizer, dihedral angle—all on the tip of the tongue of nine-year-olds and older boys alike.

Knowledge, stick-to-itiveness, firsthand observation, and originality all find recognition and reward in clubs such as these. One interest frequently leads to others. For instance it is only a step from the building of model planes to other building on scale. One member of The Pterodactyls made a model of the Corpus Christi Church in his community that was about to be torn down. His preliminary work included measurements from basement to steeple, sketches, and mathematics to be figured out. When completed, the model church contained more than 5,000 pieces on a scale throughout of one-fourth inch to one foot. His achievement was written up by a fellow club member in *The Junior Naturalist,* another publication of the members of the San Francisco Junior Recreation Museum.

Scouts working for merit badges come to junior museums for help. School classes are regular visitors. Often a junior museum is the headquarters for Junior Red Cross groups, Camp Fire Girls, Garden Clubs, and other organizations.

The beginning of a junior museum may be small. The first seven years of life of the Palo Alto Junior Museum were spent in basements; yet the number of visits grew from 4,342 in 1935 to 15,018 in 1942. Wherever junior museums flourish it will be found that civic groups and outstanding individuals in the community—educators, psychologists, scientists, artists, and pediatricians—have contributed to their development. The Leisure Time Club of Palo Alto was closely associated with the beginning of the Junior Museum in that city. Until 1943, when this museum became part of the City Department of Recreation, its funds came entirely from private sources, and these are still an indispensable part of its financing. In 1941 the Margaret Frost Foundation of Palo Alto provided money for a new building, the first ever built for the purpose of a children's museum. Soon after, the Columbia Foundation of San Francisco provided funds for the addition of a Science Wing and the salary of a science leader.

One feels that the success of the junior museum idea has depended in each case on the personality of one or more persons, combining an ideal for service to children with a genius for leadership. One thinks of Miss Matilda Young, director of the Children's Museum of Washington, D. C., Mr. Bert Walker, curator of the San Francisco Junior Recreation Museum, Mrs. Josephine O'Hara of the Palo Alto Junior Museum, Miss Anna Billings Gallup, founder of the Brooklyn Children's Museum, and many others. The skills and aptitudes of every member of the staff must be of unusually high order, combining a knowledge of arts, crafts, or sciences with the ability to work effectively with children. Unfortunately, it seems to be the lot of most museums to be handicapped by limited funds so that their staffs are small and underpaid. While volunteer experts in many museums are making invaluable contributions, who would similarly expect a school attracting hundreds of students to function at its best with a faculty consisting of a principal working singlehanded or depending on volunteer help?

More money would make it possible for junior museums to offer additional activities for all age groups, particularly the older adolescent, the forgotten citizen of many recreation programs. Museum buildings could be kept open evenings for older employed adolescents and on Sundays and holidays. A system of satellite neighborhood museums could be established, supplied with rotating exhibits and material from the larger museum. Even though only one room, branch museums would

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From "Rags" to "Riches"

By P. H. PHELAN
Director, Department of Public Recreation
and BLANCHE BAKER
Promotional Chairman, Kenosha Little Theater
Kenosha, Wisconsin

IN NOVEMBER, 1938, the Department of Public Recreation in Kenosha, Wisconsin, organized the Kenosha Little Theater with twenty-five charter members, men and women. By the end of October, 1939, the theater had three productions to its credit and a deficit of $300 on its books. The Department of Public Recreation absorbed the deficit, and the Little Theater kept on giving plays. Five years later eighty-eight performances of thirty-one major productions had been presented before audiences totalling 75,000 persons.

This was something in the nature of a minor miracle. Kenosha has an industrial population of about 50,000 people who had grown to accept the fact (although they didn't like it) that if they wanted to see a stage production of any merit they must go to Chicago or Milwaukee. As is the nature of miracles, however, this one has a good, sound basis in careful planning, in faith in the project, in enthusiasm for the job, and in plain, hard work.

Organization

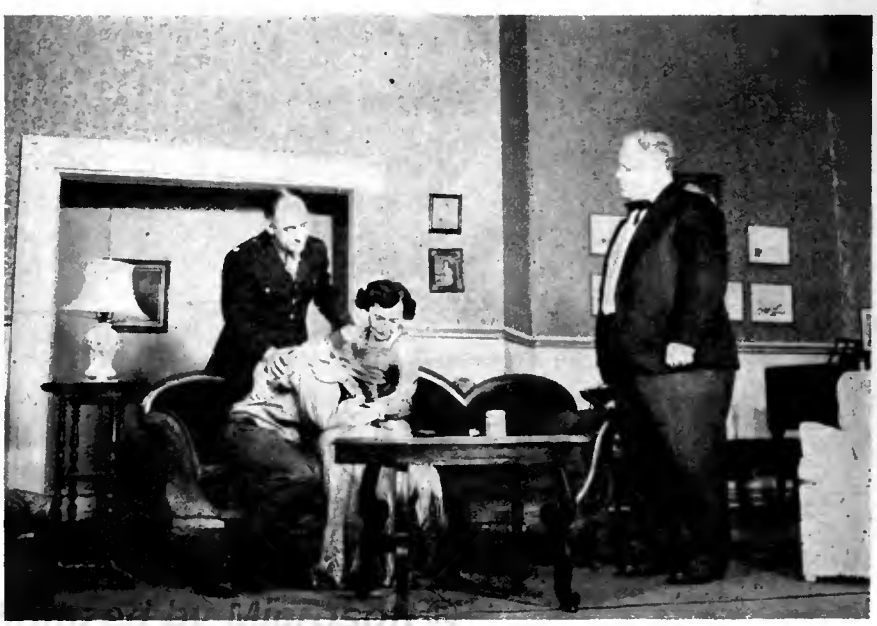
The Theater is run by a Board of Governors elected by the active membership on nominations made from the floor at the time of the annual meeting held each spring. Each of the eight governors holds office for a two-year period, four of them being elected each year. In addition there are the usual officers: president, vice-president, secretary and treasurer, the latter always being the Director of the Recreation Department. He holds office without a time limitation. The Board of Governors holds regular monthly meetings.

There are four classes of membership—active, honorary, sustaining, and apprentice. Active members must be at least eighteen years of age and must "qualify by experience, training, interest, and general desirability in any of the allied branches of the legitimate theater." Apprentice memberships are open to members of the community of high school age who show the same qualifications as active members, but apprentice members may not vote or hold office. However, with the consent of his parents or guardian *and of the High School Principal* an apprentice member may take part in any of the productions. Any person who purchases a season ticket for all performances of the season may become a sustaining member of the organization. The active membership is 135.

There are eight standing committees who help carry out the theater's program. These are membership, constitution and by-laws, press and publicity, social, program, promotion, ticket, nominating.

(Continued on page 444)

The Kenosha Little Theater production of *There Shall Be No Night*



They Call 'Em as They See 'Em

By KENNETH G. MEHL
Athletic Director
Jefferson Junior High School
Columbia, Missouri

ATHLETICS PLAYS a big part in the life of Jefferson Junior High School in Columbia, Missouri. In addition to "varsity" teams in basketball, football, and baseball there is an extensive program of intramural competition. Games and practices for games fill hours of time before school, during the noon intermission, and after school. Furthermore, in one or the other of five gym classes every boy participates in calisthenics and in games designed to develop control and balance and coordination. The boys are enthusiastic about the program; 95 per cent of the 350 boys enrolled have participated during the past two years in some phase of the program.

Part of the reason for this interest seems to be found in an Officials' Club which trains boys in the seventh, eighth, and ninth grades in the rules and techniques of the various sports and which, at its highest level, administers the daily athletic events. The club was started in 1944. When it was first suggested some faculty members questioned the advisability of this move. Heads were shaken in doubt over the need of such a student organization and over the probability of its success. But the experiment was begun with ninth grade boys. By the end of the first semester there were so many requests for membership from the eighth grade that a section of the younger lads was added to the older group. At the beginning of the second year a seventh grade section was instituted. Each section now holds its own meetings independently, and a training program graduated in amount of instruction, has been worked out.

The members of the Officials' Club are carefully selected from volunteer applicants. The seventh grade section is composed largely of boys who know nothing of the rules and techniques of organized sports. Their previous experience in competitive games has been gained, for the most part, in sandlot teams which have their own conception of the games they play and have made all sorts of local adaptations of the accepted rules. These adaptations are carefully noted by the athletic director and are discussed thoroughly and frequently with the members of the club. They are pointed out, too, in actual play, for these boys are given the opportunity of playing the games at which they will eventually officiate. Emphasis is placed on training in skills, on rules, and on good sportsmanship. Hand in hand with participation in games as players, these boys from the first learn to officiate by doing it, except in basketball where intricate playing rules need a longer learning period.

Eighth grade "officials" continue with their training as team members. To them, too, goes the responsibility for "calling" seventh grade teams in the least highly organized of the intramural competitions, in those games where bad playing and competitive habits are less likely to be formed by beginners. Through group discussions and skill sessions, through practice and blackboard demonstrations, the boys of the club are innoculated with rules, with changes in the rules, and with various play situations that may be expected to come up.

Training for the ninth grade officials is intensified and supplemented by the use of standard rules books and by commentaries on the rules in professional magazines. Current issues of such magazines are kept in the libraries for the boys to use. The best use of the books of rules is left to the judgment of the individual. But each boy knows that when testing time comes around he will need the help he can get from the book.

These testing times are used as aids for officials at intramural games and are designed to test knowledge of the rules and the ability to apply that knowledge to various probable situations. Hereon hangs the whole success or failure of a program for developing student officials. No boy should be assigned to work a game until the athletic director (or other adult responsible for assignment) is entirely satisfied that the youngster can administer the game with competence, with efficiency, and with complete fairness. Fairness is especially important. Where student help as game officials has failed in the past it has failed usually because the fairness of the official could be called in question. During the two years that ninth grade boys have been administering games at Jefferson High School only one protest has been even considered. It was never put in writing by the team manager and

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Come Into My Moss Garden

By INEZ BRASIER
Arpin, Wisconsin

HOBBIES ARE INTERESTING to have about. They are worthwhile, too, and their name is legion. One pleasant thing about hobbies is that everybody likes his own. As I do mine!

One of mine — for I have several — is a moss garden, with lichens as a sideline, and not very far to the side at that. "What an odd hobby," you think. "Moss is moss, pretty and soft and green. But what is there to collect? And isn't lichen that sort of grey scale that lives on trees? Who on earth would want to collect *that,* even if you could." You won't begin really to find out how wrong you are until you begin to become a collector. There are mosses and mosses—and a world of difference between them. The tree lichens are only a small part of a whole fascinating world of plant life.

Lichens and mosses and their relatives, the Hepatics, have a fascinating place in this living world around us. They are believed to be the triple link between land plants and water plants. Possibly that trio was the first vegetation on the earth as land masses dried out of the primeval ooze.

As higher orders of plants, then animals and man with his "civilization" developed, mosses and lichens were crowded into smaller space until now they must be sought after in their chosen habitats and transplanted to make a collector's garden.

Anyone may have a moss garden, be he dweller in city, village, or country. There are mosses for deeply shaded places, for dry spots, wet spots, and for warm, sunny spots. They grow in soil rich with humus or in soil that is lean and barren. The right type can easily be transferred to your chosen garden. The plants are so small they do not require much special care.

Is there a shady nook on the north side of your home buildings or under the trees? Or a bright, sunny spot where a rock garden would flourish? A slope combining shade and sunshine would be ideal, but never mind if you do not have it, for there surely is a small corner where mosses will grow.

Collecting mosses and lichens is really fun. Take a walk across an old, rock-strewn pasture. You will surely find there a number of lichen-covered stones. The lichens will probably be grey-green or rusty-grey, although their colors may be somewhat brighter. They have no roots, no flowers, no stems, no leaves. But if, perchance, they are in fruit, you will see knobs or discs or cups standing up in brilliant though minuscule contrast to the parent plant. They will be just the treasures needed for a sunny place. Handle them carefully so as not to disturb them too much. And do not worry if they dry up and seem to shrivel away. They will turn green and grow with the first rain or with watering, if you turn the sprinkler on them.

Tramps through the woods will yield moss-covered stones and hummocks and lichens on rocks. These will require moisture. Study the growing conditions when you find them and then place them in a spot as near like the original as possible. It may be that you will find some beauties on old logs and stumps. It will require a bit more effort to locate these in the moss garden, but the beauty resulting will more than repay the necessary work. Anyway, Barrie, I believe, said the things we do are not work unless we think so.

Just last week I went on a picnic with friends whom I was visiting. We climbed a very steep trail up and up under towering trees. The path rounded a great rock as high as one's head. Talk of treasure trove! Here is was, in very truth, on that damp old rock — walking ferns, lichens, mosses of green velvet, small rock plants I have not yet identified. And

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The author of this article has been an amateur botanist for many years. Hers is a sad story, for an allergy to the mosses and lichens that she delighted to study caused her new-found hobby to die aborning. Her collection now brings pleasure and knowledge to high school students who were heirs to her treasures. Her tale of collecting and her "hints to the collectors" may do more "missionary work" in bringing a new hobby to people who had not before thought of it.

As a hobby it should be especially rewarding because there are many genera and hundreds of species of mosses, living in land and water in all humid climates. The collection of lichens may well lead to related interests in their uses as dyes and drugs or to the discovery of which of them are edible like Iceland or Reindeer moss.

Choose Your Partner

By DOLORES MERCHANT
Minneapolis, Minnesota

NO MONEY? Nothing to do? Well, "skip to my Lou, my darlin'!"

Folk dancing can be a more fascinating recreation than the sophisticated entertainments money can buy. A group of young people in Minneapolis, who have formed a successful folk dance group, have proved this to their own satisfaction.

Theirs is a spontaneous group without formal organization, but its size has been steadily increasing and it now has a membership of fifty-four. At each meeting several eager newcomers are added to the veterans. Sometimes a lonely soldier or sailor, longing for the informality and gaiety of home, drops in. The newcomer may be a war worker or office worker bored by a monotonous task. Most often he is a student of the University of Minnesota with very little money jingling in his pockets who is looking for entertainment, exercise, and social activity.

The group is known simply as "the folk dance group" and it has no designated officers. The leaders are young men and women who believe enthusiastically in colorful, vigorous folk dancing. Anyone can lead the group if he has a new dance to show or is adept at an old one.

When they started their activities four years ago, the dancers met wherever they could find a dance floor. Sometimes they assembled in a settlement house, sometimes in a church or a recreation center or a home. Recently a University of Minnesota church organization interested in recreation for young people has given them the use of its rooms.

It is not difficult to gain admittance to the dances. The easiest way of getting asked is to call one of the members, an education student at the University. She extends invitations freely to anybody who is really interested.

The parties are held every other Saturday night. Newcomers are immediately greeted like old friends, taken around the room and introduced pleasantly and effortlessly. A phonograph and a pool of records insure a variety of music when necessary, but much of the music is provided by individuals who have special talents.

A Typical Evening

The music director of a near-by Negro settlement house starts out playing the piano. Beneath his agile fingers the keys suggest the sadness of Negro folk songs, the patience of their spirituals. Or he may swing into an impertinent dance. He watches the dancers; if the dance is new he leaves the piano and, humming the melody, darts out onto

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A Swiss walking song

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"Get in There and Paint"—I Did!

By MILDRED REED
Sacramento, California

READING THE ARTICLE "Get in There and Paint" in RECREATION (November, 1944 issue) was my undoing. It made painting sound so easy that even I, whose total artistic output to date consisted of unrecognizable choo-choo trains and animals drawn to amuse the children, was tempted to try it.

Drawing, said the author, was not necessary. That puzzled me. How could a barn, a tree, a basket of fruit be put upon paper or canvas without being drawn? So one afternoon I took pencil and paper, looked out of the back window, and with a "let's see what happens" feeling tried to sketch what I saw. I had no rules to follow, having studiously avoided all art classes in school, but once an aquaintance had said, "Start with the background and work forward." Well, for the background there were tree tops visible over a house, then a roof and chimney, then the upper part of a house, not flat as it might be drawn for the children but with eaves overhanging and part of one side showing. Next came the top of a garage, and below that our picket fence with shrubs growing in front of it. Finally, there were scribbled lines for shrubs, a stretch of lawn and—that's the bottom of the page! Now let's see—why, it is a picture! My very first! What a surprised and happy glow comes from this simple accomplishment, and when the family see it they are also astonished.

That was the beginning. Drawing was so much fun that everything around the house, from pots and pans to myself in the mirror (not so good), had to be sketched. The eraser was as useful as the pencil but the ends justified the means. Someone mentioned perspective, so I went to the library and brought home books — books dealing with sketching with pencil, charcoal, pen and ink, rules on perspective, how to draw trees, animals, and people. There were plenty of rules to be learned, but as a result of reading and subsequent sketching I thought the secret lay not so much in rules as in trying hard to draw *what* you saw *as* you saw it. Rather than say drawing is unnecessary for painting perhaps it would be better to say that anyone can draw.

A friend said, "You should try color." That was the next step, and a box of oil paints, brushes, canvas, a palette appeared in the already cluttered household. I didn't touch them for almost a week. The fresh white canvas looked rather terrifying, in fact, imparted a feeling akin to stage fright. And I had not the slightest idea as to how to go about using the paints.

Mrs. Reed "met her Waterloo" when she read an article in RECREATION. She is now a convert to a new hobby, and like many another convert, wants to bring other people into the fold! She adds an enticing word to her article in case anybody has been thinking that painting is too expensive a hobby for a "beer pocketbook." For $10 or $15 you can buy materials for a long time of painting fun.

The first sketch was painted on a small piece of cardboard. "I'll just practice on this," I thought, "and not waste the canvas." (Canvas was scarce, the dealer had said.) Besides, results wouldn't matter on a piece of cardboard. The scene was a simple seascape from a book — sky, ocean, rolling field with a road leading to the ocean. Lacking an easel or drawing board I used the kitchen drainboard.

Caps on fresh new tubes are unscrewed—blue for the sky with zinc white to lighten it, green, burnt Sienna, Alizarin crimson, cadmium yellow—the clean palette is daubed all over with color, stiff, unused brushes go to work, and Lo! the afternoon has flown away on salt laden breezes! But the picture is finished. I lean it against the wall and back away for the survey. Sky, ocean, field and road—why, it really is a picture! Not bad, if it were framed. Framed? What about that nice little frame in the basement? By the time my husband comes home, the picture (framed) is propped up on the piano.

"Where did you get the picture?" he asks.

"I painted it," say I, nonchalantly.

Since the cardboard sample was fairly successful the same must be tried on canvas. Alas! This was something else again. The dark background of the cardboard had somehow helped to blend the colors, but on the light canvas the blue was too blue, the green too green, the paint too thick or too

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A Town Forest for Troy

By BRUCE B. MINER

This story of how the townspeople of Troy, Maine, solved a problem in economics is reprinted by permission from *American Forests* for November, 1944.

THE ASSOCIATION between the words "wooden" and "Troy" is familiar even to those whose knowledge of history is a mixture of fact and fiction, legend and half-remembered dates.

But this story has nothing to do with a horse, wooden or otherwise. It concerns a group of down-east Yankees in Troy, Maine, and their method of converting tax-delinquent land into a profitable town forest. Only the opening chapter can be written now, for the experiment is little more than four years old. But it is a chapter that promises much, both for Troy and for other towns faced with similar problems.

Troy is no metropolis. The 1940 population was 582 compared with almost 1,500 in 1850. Much of its land is not suited to crop production under present-day conditions, a fact suggested by the steady decline in population. The town is typical of many in central Maine, a beautiful place in which to live if you can find some way to make a living. But no scientific land-use analysis is necessary to prove that most of the land should be in trees.

There are men and women in Troy who realize that all is not for the best when farm after farm is abandoned or pays no taxes. And they did not propose to wait for an Act of God, an Act of Congress, or a wealthy summer resident to solve their problems for them. They provided the initiative and foresight necessary to translate ideas into productive town property.

Some of these men got together as a local land-use committee. A town forest, created from tax-delinquent land owned by the town, seemed to have some possibilities. They called on the University of Maine for technical help. When town meeting time came in March, 1940, the citizens voted to create a town forest area, following the recommendations of the land-use committee.

There was snow on the north slopes and the wind off Penobscot Bay was cold on the day in early May of that year when the first planting was made. The planters ate lunch beside a half-filled cellar hole that marked a house site of many years ago. They could not help but reflect on man's full cycle of endeavor as he tried to make a living from this bit of land.

First the land was cleared, and a home was erected on the stout granite foundation that still stands. Then came the era of farming, at a time when this farm could compete with others. But the railroad went through another town, the improved road was miles away, and the thin layer of fertile soil, rough and poorly drained, was not good enough to grow paying crops. The hay market vanished. And taxes, as always, came due every year, income or no income.

Perhaps the house had been abandoned for years, its empty windows staring out on the bushes that began to cover the cleared fields. Or perhaps a fire ended its lonely days quickly and mercifully.

Now the descendants of the men who cleared these fields were putting the land back into forest. And forest it is very likely to be for many years.

The original town forest area was about 963 acres, made up of fourteen farms and lots ranging from seven to 152 acres. There was a considerable area of farm woodlots, and the usual amount of pasture and hayland.

In that first year — 1940 — 55,000 trees were planted. Employees of the town did this work, ably assisted by 4-H Club members and boys under supervision of the National Youth Administration. That same year the town crew peeled seventy-five cords of pulpwood and thinned and pruned thirty acres to improve the stand. Three boys and one man, representing four families, worked in the forest all summer and fall. Employment for local labor was one of the advantages foreseen when the forest was established; now some citizens object to using labor in the town forest when private employers need every available man.

The next year, 1941, the town forest showed a profit of $694, of which $63 was used for fire control and the purchase of two fire-fighting kits for the use of all residents of the town. Sales of pulpwood, plugwood, and firewood amounted to $1,641. The work of planting was continued, and 52,000 more seedlings went into the abandoned fields.

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Pastoral Symphony

Prelude

IT IS A GRAND, spring day
And I stand a-top
A verdant, sunny hill.
The valley
Stirs my winter-chilly heart,
As I gaze
Upon its new vitality.
A mountain stream
Tumbles down its
Wayward path,
Freckling grumpy stones,
With splashy laughter;
Teasing them to
Mirth and jollity.
Melting spots of snow
Weep big, sorry tears
To leave this lovely place
For one more summer.
Each old tree
Has dressed itself
In spring-green dress
That it might
Welcome Easter
With a glad,
Glad array.
And I see
All this stirring
Loveliness
In pretty harmony.
I see a Symphony.

Allegro.

The flute is the
Clear, cold
Mountain air.
It is clean air.
It is sweet air,
Around the
Mountain stream.

The crystalline snow
Is the piccolo,
White snow, piercing,
But melting with
Coming spring
And the trumpet
Call is the
Water clear.
It is the merry
Clarion
Calling the solemn
To play,
Calling the spring
From its
Bedroom.

Scherzo

That gay, jesting
Crocus with its
Big, purple bell
Is a laughing,
Trilling oboe,
With a taint of
Curious mystery —
That this world
Can be so big
When one tiny
Crocus
Is so very, very
Small.

Staccato notes
In French-horn
After-beats
Are the new-green
Tips
On the old-green
Firs.

And the pretty, tan cones
On the new-green boughs
Are of clarinet
Music with their
Color harmony —
High, sweet trills
Are their prickly, lacey
Fringe.

And the bright
Spring sun
Is the violin,
Falling in shafts
Of piercing light
Between the
Close, tall trees,
Turning drops of
Water into
Sparkling, bright
Diamonds.

Minuet

O, the cello is the
Shadow of falling
Day,
Slowly enclosing
The valley,
The mountains,
And deepening the sky.

The bassoon is
The crocus, again,
Getting ready
For the dark,
For rest to
Meet another day.
It is glad now
That it is tiny.
The crocus is
A jewel —
The amethyst
Of Spring.

And as shadows
Change the blue sky
To purple,
The stars o'er shine
Like a baritone
To play a
Counter-melody
To all that's
Beautiful on earth.

It's night-time now,
Sweet, quiet, serene,
Like the enfolding tones
Of a bass-viol,
Closing the eyelids
Of day,
Invoking tender sleep
And pleasant dreams.

Finale

And so this day passes,
And so shall tomorrow,
And the next day, too.
And this season's
Symphony will
Become summer's
Orchestration,
The Harmony of life
Always changing
With the Crescendo
Of the wind
And Diminuendo
Of the night.

Winning poem by Betty Pearson (17) in Camp Fire Girls Tenth Annual Poetry Contest

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Books as Recreation

By VISCOUNT GREY of Fallodon, K. G.

BOOKS ARE THE GREATEST and the most satisfactory of recreations. I mean the use of books for pleasure. Without books, without having acquired the power of reading for pleasure, none of us can be independent, but if we can read we have a sure defence against boredom in solitude. If we have not that defence, we are dependent on the charity of family, friends, or even strangers, to save us from boredom; but if we can find delight in reading, even a long railway journey alone ceases to be tedious, and long winter evenings to ourselves are an inexhaustible opportunity for pleasure.

Poetry is the greatest literature, and pleasure in poetry is the greatest of literary pleasures. It is also the least easy to attain and there are some people who never do attain it. I met some one the other day who did not care for poetry at all; it gave her no pleasure, no satisfaction, and only caused her to reflect how much better the thought, so it seemed to her, could be expressed in prose. In the same way there are people who care nothing for music. I knew one Englishman of whom it was said that he knew only two tunes: one was the national anthem, "God Save the King," and the other wasn't. We cannot help these people if they do not care for poetry or music, but I may offer you one or two suggestions founded on my own experience with regard to poetry. There is much poetry for which most of us do not care, but with a little trouble when we are young we may find one or two poets whose poetry, if we get to know it well, will mean very much to us and become part of ourselves. Poetry does not become intimate to us through the intellect alone; it comes to us through temperament, one might almost say enters us through the pores of the skin, and it is as if when we get older our skin becomes dry and our temperament hard and we can read only with the head. It is when we are young, before we reach the age of thirty-five, that we must find out the great poet or poets who have really written specially for us; and if we are happy enough to find one poet who seems to express things which we have consciously felt in our own personal experience, or to have revealed to us things within ourselves of which we were unconscious until we found them expressed in poetry, we have indeed got a great possession. The love for such poetry which comes to us when we are young will not disappear as we get older; it will remain in us, becoming an intimate part of our own being, and will be an assured source of strength, consolation, and delight.

There is another branch of literature to which I must make a passing reference; it is that of philosophy. I am bound to refer to it here because I know two men, both of them distinguished in public life, who find real recreation and spend leisure time when they have it in reading and writing philosophy. They are both living and I have not their permission to mention their names, but as I admire them I mention their recreation, though with an admiration entirely untinged by envy. An Oxford professor is alleged to have said that every one should know enough philosophy to find that he can do without it. I do not go quite so far as that. When I was an undergraduate at Oxford I read Plato because I was made to read it. After I left Oxford I read Plato again to see if I liked it. I did like it so much that I have never found the same pleasure in other philosophical writers. I hope you will not think that I am talking flippantly. I am talking very seriously—about recreation, and I feel bound to mention philosophy in connection with it out of respect to my friends, but I do not lay much stress upon it as a means of recreation.

I come now to the main source of literary recreation in reading: the great books of all time on which one

From November 11-17, 1945, America will celebrate Book Week. It is especially appropriate, therefore, to publish at this time some of the things Viscount Grey had to say about books in his notable address on Recreation delivered at the Harvard Union shortly after the first World War.

The National Recreation Association is happy to announce that through the courtesy of Sir Cecil George Graves permission has been received to reprint Viscount Grey's entire address in booklet form. Copies are now available from the Association at sixty cents each.

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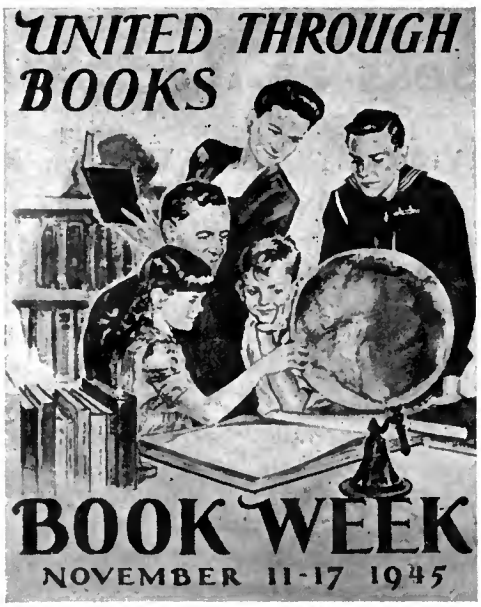

generation after another has set the seal of excellence so that we know them certainly to be worth reading. There is a wide and varied choice, and it is amongst the old books that the surest and most lasting recreation is to be found. Some one has said, "Whenever a new book comes out read an old one." We need not take that too literally, but we should give the old and proved books the preference. Some one, I think it was Isaac Disraeli, said that he who did not make himself acquainted with the best thoughts of the greatest writers would one day be mortified to observe that his best thoughts are their indifferent ones, and it is from the great books that have stood the test of time that we shall get, not only the most lasting pleasure, but a standard by which to measure our own thoughts, the thoughts of others, and the excellence of the literature of our own day. Some years ago, when I was Secretary for Foreign Affairs in England, when holidays were often long in coming, short and precious when they did come, when work was hard and exhausting and disagreeable, I found it a good plan when I got home to my library in the country to have three books on hand for recreation. One of them used to be one of those great books of all time dealing with great events or great thoughts of past generations. I mention Gibbon's "Decline and Fall of the Roman Empire" as an instance of one such book, which had an atmosphere of greatness into which one passed right out of the worries of party politics and official work. Such books take one away to another world where one finds not only pleasure, but rest. "I like large still books," Tennyson is reported to have said. And great books not only give pleasure and rest, but better perspective of the events of our own time. I must warn you that Gibbon has been called dull. It is alleged that Sheridan, a man of brilliant wit, said so, and when a friend reminded him that in a famous speech he had paid Gibbon the compliment of speaking of the "luminous page of Gibbon," Sheridan said he must have meant to say "voluminous." If you take the same view of Gibbon, find some other great author whom you do not find dull. There is a host of great writers to choose from. There are plenty of signposts to direct us to old books of interest and value. They have well-known names, and so they stand out and are known like great peaks in mountain ranges of the human intellect.

The second of my books would also be an old book, a novel which had been approved by successive generations. The third would be some modern book, whether serious or light, and in modern books the choice is not so easy. There are many that are excellent, but there are many in which we may find neither pleasure nor profit. If our leisure is short we have not much time to experiment. The less spare time we have, the more precious it is, and we do not want to waste any of it in experimenting with modern books which we do not find profitable. It is worth while to cultivate a few friends whose intelligence we can respect and whose taste is sympathetic and who read, and to get from them from time to time the names of modern books which they have read and found good. I have had too little time for reading, but that my advice may not be entirely academic I will recommend you, at any rate, one good modern novel. Its name is "The Bent Twig," the authoress is Dorothy Canfield, and I can tell you nothing except that she is an American, but the book seems to me one of the best pieces of work in novel writing that has happened to come under my own observation recently. There are others, no doubt, in plenty, and if you get half a dozen friends who are fond of reading each to recommend you one book as I have done, you will have provision for a little time to come.

To conclude my suggestion about reading I would urge this. Like all the best things in life, the recreation of reading needs a little planning. When we have a holiday in prospect we make plans beforehand so that when the time comes we may know exactly where we want to go, what we want to do, how the holiday is to be spent, and have all our preparations ready. If we do not do that the

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"Personal and Unofficial"

A Letter from Australia

ALTHOUGH THE CONTINENT of Australia itself is about the size and shape of our United States — (upside down from our point of view)—there are only 7,000,000 people, who live chiefly on the coastal fringes which are the most fertile lands for farming. Part of the great central portion—at least a half of it—is a dry, hot, and bleak desert called the "Never-Never," with no rivers or other sources of water supply. Some of the great plains have enough grass to support millions of cattle, and excellent sheep which are the best wool-producers in the world. Some of the rest of the land is fair for farming, but much is yet to be developed.

Birds, such as the national one named kookaburra, whose call is rightly likened to that of the laughing jackass, and another one called an emu, which is somewhat like an ostrich, are prevalent. Strange (to us) animals, the duck-billed platypus, kangaroos, and koala bears, are to be seen in the zoos and in the woods, called the "bush."

Since the continent is in the southern hemisphere, the seasons are reversed from those of the States and other countries above the equator so that it is summer here from December to February, fall from March to May, winter from June to August, and spring from September to November. The five mainland states seldom get very cold or have snow, but the climate of the sixth island state south of the mainland, Tasmania, resembles our middle or northern area winters. Undoubtedly the climate has an influence on the "easy-goingness" of the people, making life very pleasant and giving it more of a dream-like quality. The people are most friendly and hospitable.

The cities do not have our speeded-up tempo but on the whole are modern, well laid out, with parks and breathing spaces at frequent intervals. Some of the eastern cities are rapidly becoming industrialized, keyed up for war.

I have been away from the States a year, and my present location is the most pleasant and attractive place that I have ever lived in. The town itself is really beautiful, well planned, near the sea, with some hills in the distance, sunshine every day, and a perfect climate. Living in the community is quite a mixture of Dutch, English, Australian, Malayan, Chinese and other Oriental peoples. The ancestry of the Australians is principally English.

The English influence is powerful. Traditions, customs, and undefinable *mores* govern attitude, thought, and action. Currency consists of the English pound, shilling and pence. The books in the stores and libraries are, for the most part, published in England. The terms "Royal," "King's," and "His Majesty's" are used as prefixes to many things and events. As in England, they observe tea time in the afternoon, adding another tea in the morning at 10:00 or at any other time they may choose. The evening meal is called "tea" rather than dinner or supper. Practically all civilians take time off for the holidays and week ends.

We in the Navy have excellent food. Civilians are rationed as to food and cigarettes, and so they are sometimes a little envious. They are wild about our candy and cigarettes, and quite intrigued with our chewing gum, which the children call "Chewey," begging for it with outstretched hands and the query, "Chewey, Yank?"

Most movies are American, and for those in town it is necessary to get reserved seats. Much of the social dancing is of a folk type, but from the American dances the girls have learned our styles and do the Jitter-bug, Lindy-hop, and others. There is one concert ballet company. I have found quite a bit of interest in art and have bought some paintings.

Group singing is very much enjoyed. They know our songs and have songs of their own which are greatly liked by us, such as *Bless Them All, Waltzing Matilda,* and *Why Were They Born So Beautiful.*

(Continued on page 443)

From Recreation workers serving overseas have come many interesting letters telling of the customs and recreations of faraway lands. We wish we might have shared them all with you but this was not possible. We are, however, bringing Australia closer to us by these extracts from a letter which reached us from Lieut. F. F. M. Gloss, Welfare and Recreation Officer, U.S.N.R.

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What They Say About Recreation

"WE TEND to choose in leisure those things that interest us, and, if we are to participate actively, those things in which we are skilled. Everyone likes to do the things he does best. There is much greater satisfaction in excelling than in failing, particularly if we are sharing our leisure with friends."—*Helen Pendergast* in *An Appreciation of Physical Education.*

"As a Nation we are growing up—we are becoming more mature in our consideration of our resources. We now see more of the interdependency and interconnections in the use of our resources."—*Claude R. Wickard,* Secretary of Agriculture.

"Some day people will learn that material things do not bring happiness and are of little use in making men and women creative and powerful."—*Dr. Charles P. Steinmetz.*

"Community replanning is the most profoundly social of all human activities. To a greater or lesser degree it involves everyone from the mayor to the humblest street cleaner. No replanning scheme, no matter how perfect, is likely to get very far without the active and enthusiastic participation of the whole community."—*Hazen Sise* from *A Place to Live.*

"I will constantly seek the counsel of those who are trained in the arts and sciences, for our well-being is determined by how well our town is planned."—From *The Town Builder's Code.*

"Let us teach them to put play into work, and then be sure they put work into play, because the dilly-dally kind of play, whether it is arts, or the game of basketball, or swimming, or diving, or tramping, or mountain climbing, or canoeing, has no value."—*Ernst Hermann,* Minneapolis Park System.

Today recreation is a matter of more than park space and playground equipment; it is participation in group enjoyment and group activity, development of handicrafts and hobbies, community enterprise, dancing, organized athletic events.—*J. W. Stoker.*

"It is the core of my faith that the only work worth doing is really play; for by play I mean doing anything one knows with one's heart in it. . . . The final appreciation in life and in study is to put oneself into the thing studied. And that is playing."—*H. Caldwell Cook.*

"Play and competition have the mightiest influence on health as well as on the maintenance or non-maintenance of our laws."—*Plato.*

"The character of a community is molded by public taste. Parks and playgrounds are achieved only when the need for them is felt. More shrubbery and flowers are cultivated and highways are free from billboards when civic pride and good taste become active in a community.—From *Art Without Frames,* Pratt Institute.

"The administrator of public lands has a double responsibility: to keep some wilderness in existence, and to cultivate its qualitative enjoyment."—*Aldo Leopold* in *Wilderness Values.*

"Education through the school, the church, and community organization should utilize music as one of the great means of wholesome recreation."—*Bolton Corbally* in *Educational Sociology.*

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."—*Ordinance of* 1787.

"In times of peace, in hours of stress, at play or in worship, east, west, north, south—everywhere—sometime, the world sings.—From *A World of Song.*

"Gardening for children is fundamental in training. The essential laboratory for all young learners is the school garden."—*Van Evrie Kilpatrick.*

"For one swallow does not make a summer, nor does one fine day; and similarly one day or a brief period of happiness does not make a man supremely blessed or happy."—From the *Ethics of Aristotle.*

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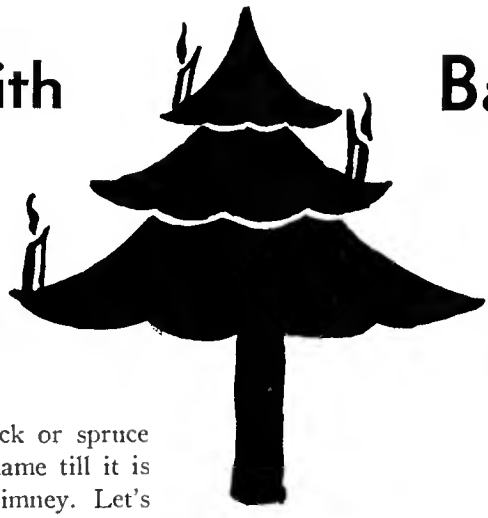
Bedecked with Bays and Rosemary



"DECK THE HALLS with boughs of holly—and mistletoe and evergreens. Put a bright poinsetta on the window sill and a Glastonbury thorn by the mantlepiece. Trim a Christmas tree of fir or pine, hemlock or spruce and blow on the Yule Log's flame till it is bursting and roaring up the chimney. Let's get going! *Tempus* is up to its old tricks and Christmas is coming and there's decorating to be done."

"Well, sure, that's a fine idea. Do let's get going. But how *about* this decorating business? When it comes right down to it, why use poinsettas and holly and evergreens and mistletoe and Glastonbury thorn? Why not winter grasses from the nearest meadows or cattails out of the swamp? And why is a Yule Log any different from any ordinary log that you throw on any ordinary fire? And, *please,* don't tell me it's tradition. Of course, it's tradition, but what began the tradition?"

By that bit of imaginary dialogue hangs a tale that might come in right handy for recreation leaders thinking about "center-wide" activities for the Christmas season. The reasons that lie behind those traditions are the stuff which programs can be made of. Story hours and craft sessions can draw upon the legends. They can be dramatized or used as material for puppet shows. They will lend more interest and understanding to some of the carols that will be sung (we hope) as accompaniment to all the center's activities throughout the Christmas season.

The Legends

The Yule Log. The Yule Log dates back to the pre-Christian era in England. The Celtic races celebrated the feast of Houl or Hioul in honor of the sun's returning strength at the time of the Winter solstice. The Druids at that season of the year were accustomed to choose a log which was blessed with great ceremony and rekindled each year. As a matter of fact the Yule Log, in their belief, was to burn perpetually, each year's kindling coming from last year's log.

The Yule Log was kept in the customs of the country people of England long after its original pagan significance was forgotten by them, and there were many superstitious beliefs that grew up about it. But it was not until the "merrie England" of the Tudors that the festivities connected with "bringing in the Yule" reached their height of merriment. In those days the Log was often the base of such a tree as the apple because its wood was long burning. "The Yule Log must be the stoutest and the greenest tree in all the deep forest," they said. It was cut with ceremony and brought into the great hall on Christmas eve. It was dragged in, rather, by two or more men who tugged mightily on strong ropes to get it to the fireplace. For in those days a fireplace in the great hall was no insignificant piece of masonry, nor could an ordinary log begin to fill it. The Yule Log was laid carefully on the bed of ashes and kindled with a brand of last year's log preserved for that purpose. And woe betide the household where the blaze went out during the night, for it would surely have ill luck throughout the year. Sometime during this period the poet Herrick wrote a song about the Yule Log:

> Come bring, with a noise,
> My merrie, merrie boys,
> The Christmas Log to the firing.
> While my good dame, she
> Bids ye all be free
> And drink to your heart's desiring.
>
> With last yeere's Brand
> Light the new Block, and
> For good success in his spending,
> On your psalteries play,

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That sweet luck may
Come while the log is a treending.

Christmas Tree. There are many legends about the Christmas tree. Perhaps none has more drama than the tale of St. Boniface who, in the eighth century, set out to convert the Germans to Christianity. These Germans were a warlike folk. Their chief god was Thor, the Hammerer, to whom the oak was sacred. On a winter night Boniface came upon a group of men and women and children preparing to sacrifice one of their number to Thor. The altar stood, ready for the rites, at the foot of an oak tree. Boniface rescued the lad and split the oak tree in two. Then he turned to the crowd—already more than half terrified at this creature who could taunt Thor with impunity—and pointing to a little straight fir tree near-by said to them, "This, the tree of the Christ child, should be the sign of your living, not by sacrifices but by service."*

Perhaps, one of the best loved of the songs about the Christmas tree is the lovely *Oh Tannenbaum, Oh Tannenbaum* which also comes to us from Germany.

The Holly. The use of holly, too, has roots in pagan times. The Romans celebrated the Saturnalia at about the time that we now celebrate Christmas. Saturn was god of agriculture and the Romans believed that he made the holly so that there would be something to bloom in beauty throughout the season when everything else was brown and dead. And so, at the feast of Saturnalia, the Romans gave their friends twigs of holly for good luck.

An old carol from England names the holly as the chief plant in the woods.

The holly and the ivy
When they are both full grown
Of all the trees that are in the wood
The holly bears the crown.

O the rising of the sun
The running of the deer
The playing of the merry organ
Sweet singing in the choir.

The holly bears a blossom
As white as lily flower
And Mary bore sweet
Jesus Christ
To be our sweet
Saviour.

The holly bears a berry
As red as any blood
And Mary bore sweet Jesus Christ
To do poor sinners good.

And holly bears a prickle
As sharp as any thorn
And Mary bore sweet Jesus Christ
On Christmas Day at morn.

The Mistletoe. The mistletoe, too, was held sacred by the Druids, but it is from Scandinavian mythology that our custom derives. In the Scandinavian pantheon, Frigga, or Freyja, was goddess of love. She armed her son, Balder, with a charm with which she thought to make him immortal since it would secure him against injury from anything deriving its life from air, fire, water, or earth. But Frigga had forgotten the mistletoe which lives by none of these things, and from it the evil and jealous Loki fashioned an arrow. Helder, the Blind, took the dart and threw it at Balder who fell to the ground, sorely hurt. Frigga's tears for her stricken son dropped upon the mistletoe and became its wax-white berries. The story has a happy ending, for all the gods combined their knowledge and their power to restore Balder's health, and Frigga decreed that never again could the plant be used for evil ends. Because of her will, Viking enemies meeting in the forest beneath a mistletoe-bearing tree laid aside their weapons and declared a truce until the next day. This is probably the remote ancestor of our custom of hanging a mistletoe bow over the doorway. Everyone who passes beneath it will bring into the household only peace and goodwill and that pledge is sealed with the kiss of friendship.

Glastonbury Thorn, Poinsetta, Rosemary and Bay. About the hawthorne and poinsetta, the rosemary and the bay, the legends that have arisen are Christian in origin.

The thorn was brought to England by that Joseph of Arimathea who has wandered in and out of Christian legend through all the twenty centuries of its enduring. Not least cherished of the stories about him is that of the Glastonbury thorn. When Joseph came to Britain to teach Christianity he brought with him his staff. In England he found his way to Glastonbury and, thrusting his staff deep in the ground, settled to the task of building, of "twisted twigs," the first church in

(Continued on page 436)

A great many of the legendary origins of our Christmas customs have become so overlaid with the patina of years that they are all but lost for most practical purposes. Here are a few of them restated to explain the reasons that lie behind our choices of some of the Christmas decorations we traditionally choose to "deck the halls."

* For other legends of the Christmas Tree see *1001 Christmas Facts and Fancies*, by Alfred Carl Hottes. A. T. de la Mare Co., Inc., New York, 1937.

Toward a Community Christmas

THIS YEAR—this year especially, when "Peace on Earth" sounds at least a little less hollow than it has been sounding of late; when the boy down the street is "home for Christmas" for the first time in three years and glad to be there, thank you; when there will probably be fruit cake and there will almost certainly be turkey again; when there might *even* be a "white Christmas," at least in some places—this year we give you, ladies and gentlemen, a *community* Christmas festival!

We give you a festival planned in advance. The church and the woman's club and the community center and the Y.W.C.A. and the school will, in this most excellent of festivals, order their private festivities on such a scale and at such a time that they will contribute to the over-all community program. For all the members of all the groups will save the largest part of their festival energies for a grand finale in which the whole community will participate.

What Kind of a Festival?

What will it be—this festival? What form will it take? Each community must decide that for itself according to its own customs and its own available resources. But it is important that everybody have a chance to participate fully and freely; that everybody have a chance to contribute something to the whole; that everybody have a chance to take pride in what his community can do and in his part in the "doings." There must be a place for the children and the grandparents, for teenagers and middle-agers and "young adults." It is important that the community festival be *in*clusive and not *ex*clusive.

Festival Materials

No, we won't tell you that this or that is THE festival plan for your community. But we will (and herewith do) lay out for your inspection some materials from which to build your own plans. They can be combined or rearranged or rewritten or used as models or as springboards for ideas of your own.

There are, of course, other materials available from other sources. But, being unable to cover all the descriptions of Christmas celebrations that have been dreamed up in the course of years,* we are content to stick to our own last — or at least to our own files.

The Christmas Book. The Christmas Book is a sort of a grab bag for ideas in itself. It has a little of this and a little of that—each little ready and waiting to be put to use as a basic idea for a festival plan. For instance, there is a section devoted to the use of the *créche* in many different countries. Another section is concerned with Christmas customs common in countries of Europe, in Brazil and in Mexico. There are stories, too, of the origin of the Christmas tree and legends about other Christmas decorations and an account of a community festival in a small Wisconsin town. There are suggestions for making Christmas cards and decorations and Christmas foods. There are words and music for some unusual carols and a

* In another place in this issue of RECREATION we have dared to recommend a few drama programs from the enormous lists of Christmas plays available. See page 417.

Courtesy Metropolitan Museum of Art

suggestion for a way to use them. And there is a beautiful ceremonial for the hanging of the Christmas greens. There is a recipe (complete) for "A Christmas Revel." And there is a short playlet for small children.

Plays, Festivals and Pantomimes. Three hundred years and more ago many an English county developed its own version of the St. George play, for St. George has been England's patron saint since the Crusades and his legendary feat of killing the dragon is everywhere celebrated during the Christmas season. Two versions of the St. George play, the *Mummer's Play* and the *Oxfordshire Saint George* have been combined for a Christmas program, titled *The Saint George Play.* The short production can be put on effectively and easily and with relatively little rehearsal. It is a rollicking farce suitable for production by youngsters and oldsters alike.

Joy to the World, on the other hand, is a reverent and serious pageant of the Nativity designed especially to be used in a church. Passages from the Gospels according to St. Luke and St. Matthew are interwoven with familiar carols and pantomimes into a beautiful and solemn ceremony.

The most recent addition to this list of Christmas dramatic material is *Festival of Light* which will be found on page 420 of this issue of RECREATION.

If the community wants to combine music and drama, two bulletins will provide material and ideas for a program of carols that is somewhat out of the ordinary.

A Christmas Carnival of Carols and Pantomimes suggests a way for those who would go a-caroling to give pleasure to the eye as well as to the ear. *Stories of the Christmas Carols* contains more background materials from which additional pantomimes may be devised.

Christmas is one of the few occasions customarily celebrated at the same time in many ways by many different peoples. Customs and legends that have grown up in other lands have enriched our own Christmas tradition. *Christmas Customs and Legends Around the World* puts some of these customs into a frame of words and pantomime that may be used "as is" or adapted to fit special community needs or taken as a pattern for a program "built at home."

Fairs and Parties. *Christmas Fairs* is a "how to do it" bulletin that might well start the community thinking about ways to swap the "work of their heads and their hands" in a day or a week that can be constructive and instructive as well as just plain entertaining.

If the community is, rather, party-minded, there are parties galore to choose from or to use as patterns or to combine into one gigantic party. Here are a few of them: *A Community Christmas Party, Dickens' Christmas Spirit, A Christmas Party, Christmas Suggestions for Children, A Polar Christmas Party, Deck the Halls.*

Decorations. Many communities make a festival out of collecting and preparing Christmas decorations or of making Christmas cards and wrapping papers. Several bulletins have something to say on these scores. *Cutting Christmas Greens* is a good background guide, for it answers the questions *How?* and *What?* with authority and directness. *Thanksgiving and Christmas Decorations from Garden and Woods* gives "play by play descriptions" of decorations that can be made from materials to be had for the picking plus a little paint, odds and ends of string or ribbon, and a few pleasant hours of work. There are bulletins, too, on making Christmas tree ornaments, on making Christmas cards and wrapping paper, and on making Christmas novelties.

In Conclusion

And so—here's to a real community Christmas festival compounded of your imagination and your community's traditions and customs! This business of doing things together—by town or rural area or neighborhood in a great city—adds something extra to the Christmas spirit, and if the planning is intelligently cooperative, takes away some of the overload of physical strain that so often is the result of energies scattered in too many directions.*

Some Pertinent Christmas Articles in Past Issues of RECREATION

When Christmas Comes—Nov. 1935
A City Celebrates Christmas in Drama—Dec. 1939
Modernizing the Christmas Legend—Dec. 1939
Christmas Caroling on Wheels—Nov. 1940
It Happened Last Christmas—Nov. 1940
Christmas Comes to Texas—Nov. 1940
Christmas in the Community—Nov. 1941
Christmas in Sweden—Dec. 1941
Lucia Dagen—Dec. 1941

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* For prices of materials cited see the inside back cover of this issue of RECREATION.

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A Play for Christmas?

THE HOUSE LIGHTS go down. The buzz of conversation subsides to a whisper, to silence. The music chosen for the occasion begins. The curtain rises on another Christmas production. If, when the curtain comes down again, audience and participants alike are to go satisfied away, there must have been careful thought given to the selection of the play as well as to its preparation for production.

Rule I in choosing a script for Christmas is, *Keep It Simple.* There are so many pulls in so many different directions at Christmas that few people have the time or the strength to spend on elaborate productions—unless, of course, the play is to be the *whole* of the Christmas celebration for a community, to which case this article has no application! In general, simple costumes and settings if they are carefully chosen for the right color and the right line, are highly effective.

It is important, too, to select a play that will blend with the over-all program planned for the community or add needed variety to it. Factors to be considered are musical and dramatic resources; time and place of the festival; what will precede and follow the play, or, alternatively, whether it is to begin or climax the whole program. In general, the list which follows has been chosen with some of these factors in mind. It includes royalty and non-royalty plays, plays for large casts and plays for small ones, plays that need music and plays that don't, old plays and new plays, religious plays and secular plays. All of them can be done simply and easily if the director will divorce his mind from elaborate descriptions of costumes and set that may be contained in the script and put his imagination and ingenuity and the imagination and ingenuity of the people of the community to work on adapting the words and the actions called for to the capacities of the neighborhood.

THE MISLETOE BOUGH

Well I never did you ever?

Presented with No 68 of the STAR Dec' 1st 1838

A Word About Royalty

Generally speaking the best plays require the payment of royalty. There are, of course, good non-royalty plays. And equally, of course, there are many royalty plays that are very bad indeed. However, taking it by and large, there are more good royalty plays than there are "budget" or "free" plays. Some of the publishers will, on occasion, reduce the royalty fee for groups that are genuinely unable to pay it. It is always worth writing to the publisher if you are in this group. Write your letter as far in advance of production dates as possible and include in it a full statement of your financial situation and the conditions of your production. Then wait until you hear from the publisher before you go to work!

Play List

Miracles, Moralities and Masques: Ancient and Modern

The York Nativity, by John F. Baird. In *Plays for the College Theater,* edited by Garret Leverton. Samuel French, 25 West 45th St., New York 19. $3.

Miracle play based on the York Cycle.

Christmas Miracle Play, by Virginia Clippinger. 9 men, 2 women, chorus. In *Six Altar Plays.* Walter H. Baker Company, 178 Tremont St., Boston, Massachusetts. No royalty. Scripts 75 cents.

A short nativity play adapted from medieval texts.

Everyman, edited by Esther Willard Bates. Large cast. Walter H. Baker Company. No royalty. Scripts 50 cents.

Old English "morality."

Christmas Spirits, by Leslie Hollingsworth. 5 men, 2 women, extras. In *100 Non-Royalty One-Act Plays,* edited by William Kozlenko. Greenberg: Publisher, 400 Madison Avenue, New York 17. $3.

A Christmas masque.

The Saint George Play (MP 56) Six characters. (Farce) No royalty. Scripts 10 cents. National Recreation Association, 315 Fourth Avenue, New York 10.

A combination of the *Mummer's Play* and the *Oxfordshire St. George Play.*

The Christmas Guest, by Constance D'Arcy Mackay. Eight characters. Samuel French. Royalty $2. Scripts 30 cents.

Plays with Music

Gloria, by Katharine Kester. 11 men, 4 women, extras. Samuel French. Royalty $5. Scripts 35 cents.

A choral drama.

The Nativity, arranged by Rosamund Kimball. 11 men, 1 woman, extras. Samuel French. No royalty. Scripts 35 cents.

An arrangement of the Biblical stories of the Nativity.

An Empty Gesture, by Mary Graham Lund. 5 men, 4 women, carolers. In *100 Non-Royalty One-Act Plays,* edited by William Kozlenko. Greenberg: Pubisher. $3.

A Christmas comedy with music.

A Christmas Carnival in Carols and Pantomimes (MP 296). Flexible cast. National Recreation Association. No royalty. Scripts 10 cents.

The Legend of the Orb, by Essex Dane. Flexible cast. Walter H. Baker Company. Royalty $5. Scripts 35 cents.

A Christmas miracle.

Plays without Music; Religious and Secular

Suthumberland's Yule-Tide. 20 men, 20 women, extras. Samuel French. Royalty $10. Scripts 50 cents.

A festival for the whole community.

The Boy with a Cart, by Christopher Fry. 7 men, 6 women, extras. Walter H. Baker Company. Royalty $5. Scripts 50 cents.

A play about St. Cuthbert written for the village of Coleman's Hatch, Sussex, England.

"And Myrrh," by Dorothy Clarke. 6 men, 5 women, 1 child. Walter H. Baker Company. No royalty. Scripts 35 cents.

A legend of the wise men.

The Man Who Gave Us Christmas. No royalty. Womans Press, 600 Lexington Avenue, New York 22. Scripts 25 cents.

A dramatized story of the life of St. Luke.

Unto Bethlehem, by Lucy Wetzel McMillin. 4 men, 2 women. In *100 Non-Royalty One-Act Plays,* edited by William Kozlenko. Greenberg: Publishers. $3.

A miracle wrought on the first Christmas.

White Thorn at Yule, by Marion Holbrook. 1 man, 1 woman, 1 boy. Walter H. Baker Company. No royalty. Scripts 25 cents.

A story of the Christmas flowering of the thorn.

Why the Chimes Rang, by Elizabeth McFadden. 3 men, 1 woman, extras. Walter H. Baker Company. Royalty $5. Scripts 35 cents.

One of the "modern classics" for Christmas.

On Christmas Eve, by Constance D'Arcy Mackay. 11 characters. Samuel French. Royalty $2. Scripts 30 cents.

Fantasy for young people.

What Men Live By, dramatized by Virginia Church. 7 men, 3 women, 2 children. Walter H. Baker Company. Royalty $10. Scripts 35 cents.

A dramatization of the famous story by Tolstoy.

The Gift of Love, by Beulah Folmsbee. 9 men, 2 women, extras. In *Guki, the Moon Boy.* Harcourt, Brace and Co., Inc., 1928. 383 Madison Avenue, New York 17. $2.

A sensitive and imaginative frame for the story of the nativity.

Christmas Carol, dramatized by G. M. Baker. 6 men, 3 women. Walter H. Baker Company. No royalty. Scripts 35 cents.

A dramatization of Dickens' tale of Scrooge and Christmas. Plays about an hour.

Bird's Christmas Carol, dramatized by Alden Carlow. 2 women, 4 boys, 4 girls. Walter H. Baker Company. Royalty $3. Scripts 35 cents.

La Posada, by Agnes Emilie Peterson. 6 or 7 men, 5 or 6 women. Dramatists Play Service, Inc., 6 East 39th St., New York 16. Royalty $5. Scripts 35 cents.

A play about Christmas in Mexico.

Dramatic Festivals with Narrator and Pantomime

Christmas Pageant of the Holy Grail, by W. Russell Bowie. 12 to 15 characters and a reader. Walter H. Baker Company. No royalty. Scripts 25 cents.

An episode told by a reader and tableaux about King Arthur and the Knights of the Round Table.

Festival of Light. 3 narrators and flexible cast. National Recreation Association. No royalty. Scripts 10 cents.

An easy-to-produce program of Christmas in many times and places done with narrators and pantomime.

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Children's Christmas Program

THURSDAY, DECEMBER 21, 1944, 3:00 P.M. New York's City Center was almost bursting at the seams with men and women and children—especially children—come to the first performance of the *Children's Christmas Story*. Set and lighted by Robert Edmund Jones, with music by a full symphony orchestra under the baton of Leopold Stokowski, this performance was no ordinary pageant of Christmas. Yet so simple was the idea, so pure and fine the line, so uncomplicated the execution of the pictures, that any group — lacking Robert Edmund Jones and Leopold Stokowski, but having the wisdom and the courage not to be too elaborate—could produce in parish house or grange hall, little theater or community center or school auditorium an effective pantomime based on this model.

The curtain rose that afternoon on a stage bare except for a ramped platform up center. Two groups of choristers took their places — right and left—down stage. Mr. Stokowski, from the orchestra pit, requested the audience to join the choir in three familiar carols. When the last strains of *Silent Night* had faded the orchestra began Bach's mighty Christmas music.

Hard upon the first section of the Bach a voice read the story of the Annunciation. The voice finished and the drapes behind the ramped platform parted on a rigid white cyclorama painted with light, a background for Mary at prayer. While the Angel of the Annunciation crossed the stage with the heavenly message, the choir sang a traditional Christmas carol. The pantomime over, the orchestra took up the second part of the Bach.

This procedure of following parts of Bach's music played by the orchestra with readings from the King James version of the Bible, pantomime, and carols continued through the familiar episodes of the journey to Bethlehem, the Shepherd's vision, the manger in Bethlehem, the procession of shepherds and Wise Men to the manger, the adoration of the shepherds and the presentation of the gifts by the Magi to the final scene of the program "the heavenly host praising God and saying, 'Peace on Earth, Good Will to Men.'"

Courtesy San Francisco Recreatian Cammission

Two things set this pageant apart from others — its extreme simplicity and the beautiful blending of orchestra, speaking voice, pantomime, and chorus. The light-painting of Robert Edmund Jones was magnificent and exciting. Stokowski's music richer and fuller because it was "live" rather than "canned." But, essentially, here was a translation of the New

(Continued on page 442)

Festi
A Progra

NARRATOR I: The world is still tonight, hushed in quiet waiting for the signal—the sign that the long waiting is over. Listen! (*Pause*) You can hear the quiet—feel the throat muscles tensed to shout—the strain of the shout of joy held in check against the signal.

NARRATOR II: Nor race, nor creed, nor age, nor sex is bar to that expectancy. In all the land each man and woman, boy and girl—each after his own custom—prepares the feast—the celebration of joy—the festival of gifts.

NARRATOR III: What is the feast that is made? How is it called? What is its age? What does it celebrate?

NARRATOR I: It is known by many names in many lands. It is as old, perhaps, as mind in man. Its beginnings are hidden in the lost shadows of ancient centuries.

NARRATOR II: When the earth was younger by two thousand years men lived in closer kinship with the natural world. They watched the seasons narrowly, for by the seasons they were fed and clothed and housed. They marked with solemn ceremony and with wild rejoicing the time of winter solstice—the end of the dark and the cold—the end of the long night of winter—the coming of light—the promise of spring.

PANTOMIME I: Four men in white robes hold between them a white cloth. In its center is a clump of mistletoe. A fifth man also in white robes holds a golden knife. He lifts the mistletoe, dips it into a bowl of water, breaks the mistletoe into small pieces.

NARRATOR III: In England before the Romans brought their civilization to set in flight the honored customs of the Celts, the Druid priests held sacred—the symbol of everlasting life—the plant that we call mistletoe. Through the long winter it grew, and flourished its green and white on oak trees long since drained of sap and seeming dead.

NARRATOR II: At the time of the winter solstice, robed in white garments, lighted by flaring torches, the priests moved in solemn procession through the great oak groves, somber and dull in their winter sleep. The chief priest, with his golden knife, cut a clump of mistletoe, dropped it into a white cloth (for the sacred plant must not touch earth), plunged it into fresh, cold water, and broke it into bits—one for each person in the watching crowd, that all might partake of the good fortune that the mistletoe promised for the coming year.

NARRATOR III: In other lands, on all the mountain tops, great pyres were laid, awaiting the moment when swift runners from the valleys would set them blazing in a great salute of fire to the returning light.

AUDIENCE: *Carol*

NARRATOR I: There is another custom old in time but always new—renewed each year in time-honored observance.

NARRATOR II: Hanukkah—Feast of Lights—The Feast of Dedication.

NARRATOR I: Centuries have come and gone since Judas Maccabeus—called the Hammer—drove from the Temple the Roman invader who had defiled the altar with sacrifice to false gods. In all the Temple, then, there was but one small cruze of consecrated oil. One cruze — but it sufficed, for the Lord gave it increase for eight days until new oil could be prepared and consecrated.

NARRATOR III: So unto this present — in commemoration of that purification of the Temple when the little oil—by a miracle—was sufficient unto the needs of the many in the service of the

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Light Christmas

Lord—the candles in the Menorah are lighted—by all the company of Jewry—one each day for eight days.

PANTOMIME II: On a table center stage is a candlestick with eight candles. A man is lighting the last candle. At stage right a family group exchanges gifts.

NARRATOR II: "Blessed be the Lord our God, King of the Universe, who has sanctified us by Thy commandments and enjoined us to kindle the Hanukkah lamp."

NARRATOR III: And while the lights burn there is feasting and much joy and the giving of gifts for the lights that shone again in the Temple even as the sun's warmth returns to the earth.

AUDIENCE: *Carol*

NARRATOR I: There is a space in time between the years of Judas Maccabeus and this still, hushed night that waits upon the sign. And in that space a thousand customs rise in many lands, all tempered by the climate and the soil, the history and the habit of the folk, but honoring — all — each year — this one occasion.

Courtesy Recreation Department, Dearborn, Mich.

NARRATOR II: Far to the North the Swedish folk await the day with gala preparations.

PANTOMIME III: A platform slightly raised to suggest a float is center stage. A young girl is throned on the upstage end of the platform. She is dressed in white, and on her head she wears a crown of green leaves in which candles are stuck at intervals. At her feet are seated several small boys dressed as gnomes. Behind the float are seven older boys with white cassocks over their clothes. Each boy wears on his head a conical-shaped hat covered with large stars cut out of blue paper. Each hat has a full tissue paper tassel on its peak. The lead boy carries on a pole a large six-pointed star. Each point of the star has one of the signs of the Zodiac painted on it. A boys' chorus offstage sings Christmas carols softly under the third narrator's words.

NARRATOR III: The feast of Santa Lucia, brave victim of the Emperor Diocletian's persecution, falls on the thirteenth day of December. And on that day in each of Sweden's cities, the Lucia Girl is carried through the streets with great rejoicing. Her crown of leaves and candles is the symbol of Saint Lucia's dear-bought halo. The gnomes from Sweden's legendary caves sit at her feet, and at her back march star-boys—carolling—in memory of the Wise Men of the East.

NARRATOR II: So starts a time of feasting and of joy—continuing on for one full month of fun and good, rich food, and flag-decked Spruce trees brought in from the woods and guarding splendid gifts against the happy culmination of the feast.

AUDIENCE: *Carol*

NARRATOR I: Between the tall Carpathians and the Danube — the home of populations rich in legend—the people know the rich and honored soil as never do the folk close-bound to cities. And here the ancient and the newer custom, the pagan and the Christian lore are woven in a pattern fitting to the people.

PANTOMIME IV: A doorway is set up diagonally across the stage. On one side of the door a chair and a table strewn with hay or straw, and a suggested fireplace, indicate an interior. A crèche is placed on one end of the table. On the other side of the door a boy and a girl hold candles. A group of men or older boys bring on a big Yulelog wreathed in garlands from stage left. They carry it through the doorway and place it in the fireplace. A woman pantomimes sprinkling corn and pouring wine over the log. Then one of the men pantomimes lighting it. After a minute or two another man comes through the doorway carrying a rod of iron or wood. He strikes the log sharply, then takes the wine jug from the woman, pantomimes pouring wine on the log, kneels and places a coin on it.

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NARRATOR II: At dawn upon the morning of the feast it is the habit of Croatian folk to go into the near-by forest and there fell a young oak tree. They bring this Yulelog home with great rejoicing and bear it—wreathed in garlands—through the doorway lit with candles on the left and right hand sides. With wishes for abundant harvest—a token gift of corn and wine is sprinkled on the Yulelog. As soon as it is burning merrily a neighbor comes with rod of wood or iron and strikes it smartly. While the sparks fly upward he chants his wishes for abundant harvests —

NARRATOR III: "May the family that lives herein have throughout the coming year as many horses and as many cattle as there are sparks that now fly from the Yulelog."

NARRATOR II: To seal these wishes with his own small tokens he pours upon the log a small libation and kneels to place a coin upon its surface.

NARRATOR III: And they believe—in those far distant countries—that in the night an angel comes from heaven and with his wing tips touches all the waters that they may keep their sweetness.

AUDIENCE: *Carol*

NARRATOR I: Across the seas and half a world away the sacred story of a journey taken, a search for lodging and for courtesy is played again each year in ceremony.

NARRATOR II: In Mexico the poor and humble peasants combine their efforts in the celebration that's called by them *posadas*—meaning lodging.

PANTOMIME V: Two children in Mexican peasant dress bearing a small pine-decorated platform which holds small replicas of Joseph and Mary riding on a little donkey lead a procession of peasants to the doorway of a house. On the other side of the doorway several people are sleeping on mats or blankets on the floor. They awake and in dumb show threaten the people outside with beating if they don't go away. The group of pilgrims begs to be admitted. The owner of the house invites them in and they all kneel before a trèche placed in one corner of the room. Offstage a chorus sings an *Ave Maria.*

NARRATOR III: Led by two children, friends form a procession to re-enact that sacred journey made so long ago. With songs traditional to this occasion, they beg for lodging for the Virgin Mary and are reviled by those within the house-door of whom they have asked succor. The pilgrims try once more and at this trying the husband sees his error, asks them within with show of great rejoicing. And so they kneel together before a model of an ancient manger and sing in honor of the Virgin Mother.

AUDIENCE: *Carol*

NARRATOR I: In other lands with other native customs the people wait with fitting ceremonies to welcome in the light of this new dawning. And so the hushed world waits the coming signal, the sign of a new spring for flesh and spirit.

AUDIENCE: *Carol*

NARRATOR II: The hour approaches, the midnight hour of splendour.

NARRATOR I: At last the sign is given. The word is spoken. The hush is broken—the breath let out in shouts of joy, in great rejoicing. The waiting world, released and jubilant, salutes the day with heart and mind and spirit.

PANTOMIME VI: The Holy Family.

NARRATOR I: "And it came to pass in those days, that there went out a decree from Caesar Augustus, that all the world should be taxed.

"And Joseph went up unto Bethlehem with Mary his espoused wife, being great with child.

"And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn.

"And there were in the same country shepherds abiding in the field, keeping watch over their flock by night.

"And lo, the angel of the Lord came upon them and the glory of the Lord shone round about them; and they were sore afraid;

NARRATOR II: "And the angel said unto them, 'Fear not: for behold, I bring you good tidings of great joy, which shall be to all people.

'For unto you is born this day in the city of David a Saviour, which is Christ the Lord.

'And this shall be a sign unto you: Ye shall find the babe wrapped in swaddling clothes, lying in a manger.'

NARRATOR I: "And suddenly there was with the angel a multitude of the heavenly host praising God and saying —"

CHORUS *(Backstage)*: GLORIA IN EXCELSIS DEO.

NARRATOR III: The word is spoken and shouted.

NARRATOR II: The word is held silent in the heart.

NARRATOR I: Peace on Earth, Good will toward men.

AUDIENCE: *Silent Night.*

Fun and More Fun!

TWELVE MILLION COPIES! A large number even at a time when talk of billions is heard more often than not. But it was not enough!

"During my twenty-two months overseas, much of which was spent in the New Guinea area," wrote a Lieutenant, USNR, "I had many opportunities to use and evaluate the benefits of this booklet. My only criticism is that *we didn't have nearly enough.*

"I remember one particular incident in connection with this shortage of booklets. The men were preparing for the invasion of Hollandia, one of the Jap strongholds on the north coast of New Guinea. We knew that the whole invasion force would have to travel a considerable distance in order to reach its destination. It was imperative that the men have something to occupy their minds during this tense period. I had available only about 2,500 copies of *Fun En Route* and I distributed them as far as they would go. I could have used four or five times that amount, judging from the requests that I received during that period just preceding the invasion. If you could only have seen the men as they sat in the boats tense, awaiting the zero hour, you would have received great satisfaction seeing the men playing games on each other with the aid of the little booklet *Fun En Route.*"

To the four corners of the earth they sped, these pocket-size booklets with their amusing illustrations, their games, brain teasers, puzzles and tricks. They appeared, literally, "in the heavens above, the earth beneath, and the waters under the earth" — for copies traveled with the boys on planes, on trains and buses, on ships and in submarines. In lonely stations of the South Pacific, in the Aleutians, in Alaska—wherever our servicemen were to be found—there, too, were *Fun En Route* and its companion pieces.

Abroad and at home, in USO clubs, Red Cross canteens, Travelers' Aid lounges, and in hospitals—*Fun En Route* greeted the servicemen. Eagerly welcomed by the officials in charge of the reconditioning service and by medical officers in hospitals, hundreds of thousands of copies of the hospital editions made their way to wounded veterans.

Though officially distributed by the Army, Navy, Coast Guard and various branches of the Armed Services, by the Red Cross, USO, Travelers' Aid and other cooperating associations, many copies were sent to individual servicemen by friends and relatives who had heard of the booklet or seen copies.

A nurse wrote: "I am ill in the hospital. One of my friends sent me your little booklet *Fun En Route* which is giving me a great deal of pleasure. If it is possible I would like a certain soldier to receive one of these booklets who I know would get a lot of fun out of it. His address is ....."

The Response?

From admirals, commandants, captains, and lieutenants; from generals, colonels and majors; from chaplains, "Gray Ladies," Red Cross officials, USO club directors and recreation executives have come words of highest praise for the morale-building benefits of the booklets.

A lieutenant commander wrote us: "The Commandant of the Eleventh Naval District wishes to thank the National Recreation Association for its most generous gift of 12,300 copies of the booklet *Fun En Route.*

"The booklets have been received and are being distributed through the District Welfare and Recreation Office to the personnel of ships, offshore bases and isolated units where recreational material of this nature is most appropriate.

"The National Recreation Association may be interested to know that the booklets are being received most enthusiastically by all activities."

Said a captain, USN, "This hospital has recently received a shipment consisting of 3,500 booklets entitled *More Fun En*

(Continued on page 441)

World O' Fun now takes its place beside *Fun En Route* and *More Fun En Route* in the series of fun booklets designed to provide entertainment for our servicemen and women wherever they may be.

These booklets, together with a hospital edition of *More Fun En Route,* were prepared by the National Recreation Association and printed and distributed through the courtesy of the Firestone Tire and Rubber Company. Approximately 12,000,000 copies have been sent to the various branches of our armed services through the Army, Navy, and a number of cooperating agencies.

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Izaak Walton to the Rescue

By Lieut. RUDOLPH KAUFFMANN, USNR

FISHERMEN CRONIES of a slight, wiry, unassuming man in his seventies might pause to wonder why, of a Monday or a Thursday, they were to notice him entering the Philadelphia Naval Hospital. If one of them were sufficiently interested to follow, he'd find that it was the health of others, not his own, that brought him there.

He'd see him pass the auditorium, descend the back stairs, go through the galley and mess hall and enter the door of the occupational therapy workshop. The curious one would watch his friend hurry past hand looms, printing machines, carpenter benches, to a modest corner of the room and a group of patients sitting intently at a table covered with a rainbow-hued litter of feathers, thread, tinsel, scissors, pins, needles and other bits and pieces. This is the realm and these the paraphernalia of fly tying.

Here the unassuming man is greeted with smiles and cries of "Hi 'ya!" and "Gee, I'm stuck. Can't seem to get the wings of this White Miller right."

With a twinkle in his blue eyes our fisherman, who has managed to spare enough time from a lifetime of fishing and hunting to be sales manager for a manufacturing company, will go over to the table. Taking a couple of reflective puffs on a well-tanned briar, he demonstrates with deft fingers the correct method of binding the wings on the White Miller bass fly which some veteran hopes will bag a husky Texas bass on that first postwar fishing trip.

The teacher got his idea — the idea that fly tying could be part of the war effort—about the end of February, 1945, that certain time of year when all true fly fishermen begin to fondle their tackle, oil their reels, inspect the moth balls in their fly boxes, and look wistfully out of the window for signs of melting snow and the ubiquitous first robin.

He knew that an experiment in utilizing deft hand movements and mental concentration (so much a part of the fly-tier's art) for the rehabilitation of service personnel had been tried out once before in another hospital. But he knew also that the program there had not been as successful as hoped because the hospital personnel, taught to instruct in the art, were transferred elsewhere almost as fast as they became proficient in their job. He decided that a civilian instructor was the answer. This kind of teaching needed someone able to devote his time and willing to contribute of

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Community Recreation Center Quiz

Part II

Q. From our previous discussion I understand we can expect no difficulty in securing participation in the social activities, gym activities and the use of game rooms. How do we get people together who want to be in specialized groups such as drama, music, and crafts?

A. That is where your community nights and special activities in the auditorium help. They serve to attract people to the center who will learn of the classes or clubs they may join and of new ones that may be organized if there is sufficient demand. Open house, with exhibits of arts and crafts and demonstrations by music, drama, and dance groups, helps to attract people to the center. The alert leader will find evidence of new interests by listening to conversations of those who come to game rooms, lounges, dances and snack bars. Attractive bulletin boards with brightly colored posters and photographs can quicken interest. A work table in the lounge with paint, brushes, and a few simple tools may be the means of getting boys and girls interested in poster making or block printing to the point where they may ask for instruction periods under a trained leader. The initiative may come from people in the community for almost any course when they learn that the center is there to serve their interests. But the director of the center must carefully consider the space and facilities of his building which the new activities will need, the availability of leadership, and the amount of his budget that can be spent for each innovation before he encourages a new group to organize.

Q. What about lounge rooms for youth and adults? Are they desirable, and can you have them in school buildings without getting into trouble?

A. Yes—but with adults in this type of room the question of smoking usually arises. I believe if some provision could be made so that adults could smoke it would be an inducement for them to use the buildings much more for informal social recreation with their neighbors.

Q. Many schools have teachers' rooms which are frequently used by the teachers, I imagine, for smoking, although this may be officially prohibited. How about fire laws? Can the teachers officially smoke in a teachers' room, and if so, why can't one room be set aside in the recreation center for adults and perhaps older youth?

A. Many people do not realize that the no smoking rules are necessary precautions we must take for the safety of the building and to safeguard the children from sitting in classrooms smelling of stale smoke. Thoughtless patrons do not hesitate to smoke in corridors or classrooms when they are not under the direct supervision of the center staff. I should prefer having one room with adequate ventilation made safe for smoking.

Q. Suppose that we open a lounge room for youth, say three nights a week. Shall we permit the youth to dance in the lounge?

A. If a lounge is open three or four week nights to the same group, and in addition to this activity the center conducts a regularly scheduled dance, I believe the question of dancing in the lounge should be given very careful consideration. Some leaders might argue that dancing is the only activity that the youth wish to participate in and that they should be allowed to dance. After all, it is their wishes for their recreation, they argue, that we must consider, and if we, as adults, attempt to impose controls on their program they won't come to the center. I think it is an indictment on us as recreation leaders if dancing holds a monopoly on young people's leisure-time activities.

Would your committee be willing to try a compromise plan for dancing in the lounge, which I shall now outline? First, the center should have a dance in the gymnasium with an orchestra and a snack bar at least one night a week, or possibly two nights — Friday and Saturday. The youth should be included in the plans for the dances and in conducting them. The lounge, during the three nights that it is open, should have a limited period for dancing, possibly from 9:00 to 9:30, after the club meetings, drama, music and art groups have completed their sessions. It is difficult for these activities to compete with the excitement of present-day dancing. In a quieter atmosphere the young people would be more apt to seek the companionship of a group interested in photography, chess, or any one of a number of other activities. But the constant jazz of a piano or juke box, and a milling procession of boys and girls coming and

going make it hard for young people to concentrate on the quieter activities in any part of the building.

The lounge could have a victrola, a radio, or piano, or all three, and the young people would have to work out with the leader a reasonable and satisfactory way of using them. A supply of table games could be in the room, also good magazines, hobby periodicals, and the daily papers. A work table with craft materials in evidence for dance decorations, party favors, or even old toys to be repainted or mended will stimulate some of the boys and girls to occupy themselves with brush and wire and scissors. Comfortable chairs, shaded lamps, potted plants, pictures, maps, and curtains all would help to make the room an attractive place in which to make new friends and to meet old ones. An open fire would be most desirable. There should be an attractive "lounge" bulletin. Do not advertise only center activities, but post announcements of interesting events in the city—concerts, games, theaters, exhibits, museum field trips, special radio programs, and unusual motion pictures.

Q. In addition to having general rooms and provision for special interest groups such as those wanting to participate in crafts, music, drama, what should we do about more closely organized club groups for youth and adults, such as the usual girls' clubs, boys' clubs, co-recreational clubs, and women's clubs? Can they be successfully developed and conducted in a school community center? If so, how is it done?

A. That depends more on the leadership than on the building. As to the adaptability of a school building for this type of club program, this should not be difficult. Most modern school buildings have excellent provision for special interest activities such as woodwork, metal work, cooking, sewing, art, drama and music. But the regular classrooms are planned naturally for day classes first, although they can be used as club rooms after school hours. It is desirable to have a few rooms planned primarily for clubs but adaptable to day school use also. This would mean that furniture, tables and chairs, should be suitable for a social club program. There should be cases for club trophies, wall space for club pictures, cupboards where records and club materials can be kept. A small corner kitchenette with stove, sink, and cupboard could be concealed behind screens. But more important than the room is the leader in it.

Q. Would this leader be responsible for the total club program of the center, depending upon volunteers for leadership of small club groups?

A. I was not speaking in terms of one club leader for the center. But if your budget allowed a very limited amount of money for club leadership, it would be practical to have one excellently trained leader whom the center director could put in charge of volunteers. This leader might have the leadership responsibility of some groups in the center for some sessions, but devote the major part of his time to the supervision of the volunteers.

Q. What should be the size of these closely organized club groups?

A. These clubs would vary in size. There might be some groups numbering six or seven. A group of twelve to fifteen might be considered an average size for the type of club you referred to.

Q. How about club groups for older youth, say sixteen to eighteen?

A. The war has greatly influenced this age group as far as club organization is concerned. Many of them were in the service and many of those who were not were working after school and evenings. Prior to the war we had many clubs of this age, but our largest count was from fifteen to sixteen years of age.

Q. Does this mean that those over sixteen do not like club groups, or that they want a different type of club program from that usually offered?

A. I believe those over sixteen are interested in clubs, but there are many reasons why we do not have this age in the same proportion that we have those a year or less younger. More boys are remaining in school longer and are having, especially as juniors and seniors in high school, very satisfactory club social experience in connection with their school life. Then, too, these seventeen and eighteen year olds are likely to belong to small closed groups of friends who plan their own activities and do not seek the leadership of agencies. Also, at that age they are beginning to form in foursomes or twosomes for dancing, skating, movies.

Q. Do you know of any successful club programs for this group developed in connection with community recreation centers? If so, what are the most common activities that hold them together?

A. Yes. With boys' groups the most common

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interest is athletics. Radio, photography, cartooning, nature, orchestra, and drama also attract them. Fewer girls' groups of this age, in my experience, start as athletic teams. Their interests often center around their personal problems or service projects for the center. During the war girls' service clubs flourished. Members wrote letters to boys of the center in the service; they packed overseas boxes, and collected and prepared food for the U.S.O.

Q. Do boys and girls that age prefer mixed clubs or separate boys' clubs and girls' clubs which meet together occasionally for mixed activities?

A. I hesitate to generalize. Many boys are members of a boys' group and also a mixed group. Girls, too, often belong to a mixed group in addition to a small group of girls. In my experience, co-recreation clubs have had more success with boys and girls over sixteen than with those a year to two younger.

Q. In general, do girls go in for club organizations as much as boys?

A. That is a difficult question to answer. We have always had more boys' clubs than girls' clubs, but I do not believe it is because they have a more pronounced tendency to form clubs than girls. It might be due to the practice in most communities of making more provisions for boys than for girls. Also, boys generally have more freedom than girls. In some communities there are strong family influences which keep girls in the home. Girls of today have more home duties than boys. Many prefer joining classes in dressmaking, millinery, and interior decorating.

Q. What if a group of young adolescent girls about thirteen or fourteen should say, "We want to have some boys in our clubs"?

A. I would never flatly deny them the opportunity to try to organize a co-recreation club, although I should be fairly certain that unless it had some special interest as a core, the program would not be very successful. I should try to get the girls to draw up plans of some of the things they thought they'd like to do in the club. Then I should try to point out to them the desirability of giving the program a trial period just with girls, explaining that if they had full control of the planning and conduct of their own club they could have a much better time because the boys might have very different ideas and interest even when it came to parties and picnics and hikes. I should suggest that they might occasionally invite boys in for special meetings and social evenings.

Q. In mixed activities or mixed groups, is it desirable to have an age differential between boys and girls because girls appear to be more socially mature than boys of the same age?

A. It usually works out that way naturally, but I believe there should not be too much difference in their ages. The best method is to leave the selection of the members to the group itself.

Q. If we are successful in developing a number of these clubs, should we have them organized into a club council?

A. Yes, a club council is desirable. It gives club members experiences in organization outside their own little units. There is satisfaction in belonging to this bigger group. It can be an excellent influence on the morale of the entire center.

Q. What are the advantages and disadvantages of trying to have these clubs adopt their own constitutions and parliamentary procedures? Do boys like this sort of thing more than girls?

A. A constitution and knowledge of parliamentary procedure are desirable but I do not believe they should be compulsory. A constitution should evolve from principles established by the group for their club and adopted as a constitution when they feel the need for one. Parliamentary procedure is the most democratic way of conducting a club, but it should be adopted progressively as the members find need for such regulations in the conduct of their meetings. Practice in parliamentary procedure should be encouraged, as it is experience that will be valuable to the members in many situations all through life. I do not believe there is any difference in the attitude toward the above on the part of boys or girls.

Q. Should exclusive use periods by organized club groups of certain facilities, such as the gym, depend upon their maintaining minimum attendance in their regular club meetings, or should there be no definite relationship between the two?

A. The entire use of a gym for athletic activities should not be reserved for club members of a center. We should keep in mind that many who come to the center have club activities away from the center, in churches, private agencies, or in school. Moreover, some boys and girls are not club-minded, nor are they interested in competitive

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league and tournament play, but enjoy a pick-up game of basketball or baseball. So periods in the gym for these boys and girls should be provided. Some centers have an athletic council made up of representatives of various center clubs. This council, with the aid of a club leader, draws up its own rules regarding the relationship between club attendance to the use of center facilities. The council also makes out schedules for practice periods and games.

Q. What good ways are there to publicize the program so that we can make it "visible" to the neighborhood?

A. A large sign with the name of the center and the hours it is open should be on the outside of the building. At night it should be brightly lighted. The main entrance should be well lighted. Near the entrance or inside the door there should be a list of the major activities offered. A lighted slate bulletin board beneath the center sign can be used for timely publicity, as announcements of daily features can be chalked on it. Principals of neighboring schools will distribute to the children announcements to take home to their parents. Churches in the neighborhood are often willing to print announcements in their church calendar. Neighborhood newspapers will carry stories. If you can have cuts made of photographs of activities, papers will often use them.

Q. How can our school center program be effectively related to any other existing recreation services in the neighborhood?

A. First, by letting it be known that you are not running your program in competition with existing programs. Avoid duplicating what is being done satisfactorily in meeting the needs of the community. For example, if a private agency is conducting a Saturday night dance that is meeting the needs of a certain age group in the community, it would be better for you to devote your time Saturday to another activity for another age group. It is desirable to be a member of any inter-agency group in your community so that you may become familiar with their program and explain your program. It will give you another opportunity to learn the recreation needs of your neighborhood and help you to plan your program intelligently. Cooperation is the key word.

Q. Should the director of the center live in the neighborhood?

A. It might be helpful, but I do not believe it is necessary. The director should have time to become acquainted with the neighborhood and for home visits. In my city we employ the principal of the school as co-director of the center on a part-time basis. This helps to establish a good liaison between our center and the neighborhood, particularly with the youth. The full-time director can strengthen this relationship through home visiting and neighborhood service which was referred to.

Q. You mentioned what is to me a unique arrangement—that is, employing the school principal as a director and having another individual as a full-time co-director. How do you work this?

A. The principal of the day school is on duty two nights a week. One of these nights he has the entire responsibility for the supervision of the program so that the director may have a day off. The second night he has joint responsibility with the full-time director. They plan together and consider various problems jointly. The principal's relation to the center makes it possible to smooth out the many frictions which might develop in the joint use of the same building for the day school and for the evening recreation center.

Q. Supposing we do not have this arrangement, then what about the attitude and relationship of the center to school personnel?

A. If the principal does not work as a member of the staff, you could ask him to recommend one of the day school teachers who could work in the capacity as a leader or an instructor of a class. It is a comfortable feeling to have someone from the day school on the center staff in order to bridge the gap between the two organizations.

Q. What are the usual causes of friction between the day school and the evening center?

A. The most natural one to arise is the feeling of proprietorship that the day school staff has for its building. It's the same feeling that we as recreation workers would have, I am sure, if we had a separate recreation building and the regular school moved in for days with their classes. Second, some schools have more formal discipline than an evening center could have and the teachers look askance at the freedom with which the youth as patrons of the night center circulate through the halls from gym to game room, from billiard room to lounge.

Then there is always the possibility of friction between two people using the same room and

equipment. Day school teachers sometimes leave unfinished projects on tables or in the center of the room with "do not touch" signs—and sometimes without the "do not touch" signs. Every center leader, if he is wise, reports it to the director and the difficulty is usually ironed out without much trouble. But sometimes he is irritated and disregards the signs, moves things out of the way, thus disturbing the day school project. This in turn is very irritating to the day school teacher. Also, a leader is sometimes careless in his supervision of the people in his group who are using the room and things are misplaced or broken.

These, I believe, are the most usual causes of friction, but by cooperation and consideration for each other's problem both staffs usually come to an early understanding and compatible relationship.

Q. What about custodial problems?

A. Before a building is open there should be a definite understanding of whose responsibility it is to care for the physical plant. All arrangements must be in accord with the policies of the school board in these matters. Janitorial service may be part of the regular day school janitor's duties or it may be performed by an assistant janitor who reports for late afternoon and evening duty. Not only the cleaning of the building and putting it in order must be thought through, but the director and all the leaders, as well as the janitors, must know whose work it is to close windows, clean up after craft classes, put away equipment, lock cupboards and doors, and return keys. The janitor should be given a calendar of center activities well in advance so that he can plan his work accordingly.

Q. Should the janitor be paid on the basis of number and types of rooms used each night, or should he be paid on a straight time basis?

A. Either basis could be used. I prefer the time basis.

Q. Frequently school activities carry over into the night, particularly the use of the auditorium for school functions and rehearsals. When you have planned for use of the auditorium for a night for a particular purpose, and the school principal demands the use of that space for the same time without giving you adequate notice, what do you do about it?

A. I am a strong believer in compromising if it means keeping a program going. Situations like that might arise, but I think a lot of them could be avoided by working out a definite calendar and a definite understanding with the principal, so there can be a reasonable attitude on each side. Each should know about the plans of the other. This should carry over into program planning as well as scheduling for the use of facilities.

For example, if we know that the day school is going to put on a Christmas night program we plan for some other type of Christmas activity and schedule it for a different night. Before the Christmas season opens, for instance, we might have a community night early in the month of December with a dramatic performance and music, but would omit any special Christmas material the day school plans to use. The principal and the director should make out a schedule for the use of the auditorium stage for rehearsals so that there will be no conflicts. Where a school has both an auditorium and a gym this is not difficult, but many times there is a combination auditorium and gym, and in these cases it is not so easy. Physical activities get preference. Such things as music or dramatic production rehearsals have a hard time getting the use of stage facilities for rehearsals.

Q. Schools are frequently used by outside groups for their own affairs and not as a part of the recreation center program. How should this use of the school building used by us also for a center be worked out?

A. The use of school-center facilities by outside groups should be handled directly by the secretary of the board of education according to board policies and rules. The director of the building should be consulted before the permit is issued.

Q. Suppose the school authorities asked us to handle this in our particular building? What is the best way to do it?

A. I do not think that the director of a building should ever have to be the one to make such decisions. There should be a definite board policy to determine who is eligible to use the building. Guided by this policy, the center director might take the responsibility for scheduling time for outside groups if they were eligible. I think it is a good policy to refuse the use of the building to all outside groups whose purpose is commercial or of a closed interest.

Q. You do, however, make charges for some of the events carried on by the center itself, such as dances, do you not?

(Continued on page 435)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ANIMAL Tracks and ways of getting from place to place is the subject described in the January, 1945, *Cornell Rural School Leaflet* entitled "Over the Ground."

Botanical Gardens, New York City, celebrated its fiftieth anniversary on May 10, 1945. Doctor N. L. Britton, of Britton and Brown Botanical Book fame, was the first director of the Gardens. This area has been of great value to the schools and recreation programs in New York City.

"Children's Greenhouse, The," a twenty page pamphlet of the Brooklyn Botanic Garden written by Margaret M. Dorward. This and other booklets tell about the plan of work started by Ellen Eddy Shaw in 1913 which has been an example for similar adventures throughout the country.

Christmas Trees, Living. You don't have to kill an evergreen in order to have a Christmas tree. Keep the roots of your chosen tree in its original, compact ball of soil and set it in a tub of earth. Keep it indoors until it has served its Yuletide purpose, then transplant it to a permanent location. Be sure to dig your permanent hole before the soil freezes!

Cornell Plantations is the name of the Cornell University Arboretum and the title of a publication which appears four times a year. Dr. Liberty Hyde Bailey proclaims this a project set up "by the friends of things that grow" and planned to devise "ways of handling all of them for the wider service of man." Bristow Adams, editor of the publication, predicts that "to the Plantations will come from all parts of the world peaceful pilgrimages."

Cover for Animals. "Anything that hides an animal from its enemies or keeps the animal's enemies from getting to it may be considered *cover."—Cornell Rural School Leaflet,* Spring 1945.

"Farming, Part-Time." Farmer's Bulletin No. 1966, U. S. Department of Agriculture. 18 pp. $.10. Many veterans will find farming a satisfactory way of life but they will need to derive a part of their income from work off the farm.

Forest Workers Training Camp. Wood harvesting in the future will be done by trained men. The State Forestry Department of Connecticut opened a Training Camp in January 1945. The training consists of a month's course "on the job," and the "campers" are paid fifty-five cents an hour while they are there. This should be of interest to some returning veterans, as it qualifies for permanent jobs.

Nature Recreation. "Outdoors Indoors," by Reynold E. Carlson, National Recreation Association, New York. $.75. A rich source book in the realm of nature.

"Ornithology as a Career." Bios Vocational Series, Mount Vernon, Iowa. $.10.

Poisonivy and Poisonsumac. According to *Standardized Plant Names* the two words, "poison ivy" should be run together. No matter how you spell it it's still "poison" and anyone likely to meet the plant (and who isn't?) should send for this up-to-date treatise by "Moosewood Bill" Harlow. New York State College of Forestry, Syracuse, N. Y., 1945. 20 pp.

Science. "The Way of an Investigator," by Walter B. Cannon. W. W. Norton and Co., 1945. 229 pp. $3.50. Considerable biographical material on Dr. Cannon (Professor Emeritus of Physiology in Harvard University) makes this book especially helpful for those considering a scientific career.

Shaw, Ellen Eddy, curator of Elementary Instruction at the Brooklyn Botanic Gardens from 1931 to 1945, retired from active service last June. Miss Shaw has been a beacon in a great metropolis —a beacon that flashed over and over again the message, "Gardening is fun." She will carry her contagious enthusiasm with her to her beloved New England.

"Soil." Elementary Science Booklet. Agricultural Research Department, Swift and Co., Chicago 9, Ill. 11 pp.

Visual Education. Over 700 pictures, size eight by ten inches, of phases of life that are of most interest to children are available from the Creative Education Society, Mankato, Minnesota, at a cost of seven to eight cents *per* print. Each picture carries its story printed on the back. There are series on shelter, conservation, and many other important aspects of life.

WORLD AT PLAY

Circus with Books

MANY good and new things come out of Chicago. In 1945 the Chicago Public Library dreamed up a new reading game for youngsters. Its slogan was "You can have a circus with books." All the gay paraphernalia of the circus appeared on bulletin boards which proudly hailed the Honor Roll of names of those youngsters who were participating. During the summer meetings of the club were held weekly. There were talks about books and their authors, there was storytelling and there was the Honor Roll for all youngsters who attended the meetings and read six books during the summer.

Informal Get-Together

THE people of Milwaukee had a rather unusual opportunity to sing together last spring. In fact, the "audience got a break," because in addition to a program of no mean proportions given by the Young People's Orchestra and the Young People's Symphonic Band, the "people down front" were asked to participate in singing old favorites—both spiritual and secular in nature—in part and in unison.

Ten Year Park Program for Chicago

A TEN YEAR plan was approved by the citizens of Chicago for the extension of Chicago's park system and for improvements on existing parks. A bond issue of $24,000,000 was voted for last summer to finance the first four years of the program. There will be new parks and recreation centers, swimming pools, field buildings, and other facilities. It will be the effort of the Chicago Park District to provide every neighborhood with recreation facilities.

All-City Orchestra

CITY schools in Wilmington, Delaware, have an all-city orchestra functioning year-round and made up of students and recent graduates from private, public and parochial schools. It is largely self-managed but under the direction of the school music teacher. All the junior and senior public high schools have bands and orchestras also.

Morning Program

INGENUITY can cover a multitude of sins. Last autumn, the members of the Recreation Commission of Portland, Maine, knew that the children who had been well served on summer playgrounds wanted and needed supervised play activities on Saturday mornings. There weren't enough funds left in the treasury to provide neighborhood activities, but the Commission provided paid playground personnel as leaders for a centralized program every Saturday morning. The location was chosen on the basis of the greatest concentration of children of school age as indicated by school enrollment statistics. For the boys the program included basketball, tag football, volley ball and soccer. The girls danced and skated to music played over the Park Department public address system.

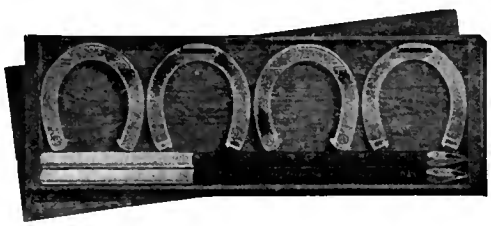
Memorial Is Dedicated

FECKLETON, England, Aug. 20 (AP)—A memorial playground built and paid for by American troops was dedicated today on the site of "Britain's greatest air tragedy of the war"—where an American plane crashed ino a school building on August 23, 1944, killing sixty-one people, twenty-eight of them children.

Soldiers from the Air Service Command's Base Air Depot 2 donated $10,400 for building the three-acre playground and $5,200 for its maintenance. Besides paying for the work of private contractors, the soldiers built sliding boards from salvaged airplane parts, mixed concrete, graded and plowed the cricket and football fields and seeded the lawns.

U. S. A. Revue

THE Belle Isle Shell was the scene in August, 1945, of a show participated in by 2,000 youngsters trained on Detroit's playgrounds and at Detroit's parks and recreation centers. Four acts of songs and skits, blackouts and drills brought alive Show Boat Days, The Gay Nineties, The Roaring Twenties, and The Present — Glamour Age in the Southland, Manhattan, Detroit, and the Golden West respectively. Youngsters of all ages participated in the festivities.



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C. A. Bossen Retires—On August 24, 1945, about 100 city officials and veteran park employees of Minneapolis gathered at the Theodore Wirth chalet to give a final send-off to C. A. Bossen, Park Superintendent for ten years. His retirement was soon to take effect. Superintendent Bossen had served in the Minneapolis Park Department for forty years. The group heard testimonials from Mayor Hubert H. Humphrey, George Donoghue, V. K. Brown, and Theodore Wirth. C. E. Doell, who now becomes Superintendent of Parks in Minneapolis, praised C. A. Bossen for his sincerity, his frankness, his executive ability, and pointed out all that he had done to help build the Minneapolis park system.

Goodfellow Dolls — Members of recreation groups in Detroit dressed 200 dolls for the Goodfellows to distribute to girls who might not otherwise receive any Christmas gifts in 1944. An exhibit of the dolls was staged at the G.A.R. building for two days.

Natural Area for Play—In Waterloo, Iowa, a "natural" area has been set aside on each of the playgrounds. Each of these areas is "equipped" with several small hillocks, several lengths of large concrete pipe through which the children can crawl, a row of posts for climbing or dodging around, and a balance beam.

Music and Radio in Hawaii — During one month last winter four playgrounds participated in a weekly radio broadcast. A total of fifty-eight persons, young and old, were guests of station KGU. It is possible for any radio group to make appointments for rehearsals at the station provided they send in advance notice of their intent.

In the same month 978 children attended music classes at one or the other of the four playgrounds.

Favorable Referendum in Peoria, Illinois—In June, Peoria, Illinois, voted favorably to establish recreation departments under the Illinois Home Rule and to levy a tax to support the project.

Recreation Commission to Operate State Park—Under the agreement signed last spring between the State Park Commission and the State of Long Beach, California, Alamitos Bay State Park will continue to be operated "for the use and enjoyment of the public" by the Recreation Commission for the next five years. The agreement provides that the city may extend such control for another five years if it desires to do so.

Dyersburg, Tennessee, Recreation Committee Appointed—The Board of Mayor and Aldermen of Dyersburg has appointed a Youth and Recreation Committee of five members to assume responsibility for the development of a city recreation program. The Committee has established an ordinance outlining the duties and responsibilities of a Recreation Commission or Board, and has a budget of $4,000 for its first fiscal year.

Dyersburg is the first community in West Tennessee, with the exception of Memphis, to establish a year-round program of recreation. It is anticipated that the forward step which Dyersburg has taken will serve as an example to other communities in that area and they, too, will see fit to establish such a program.

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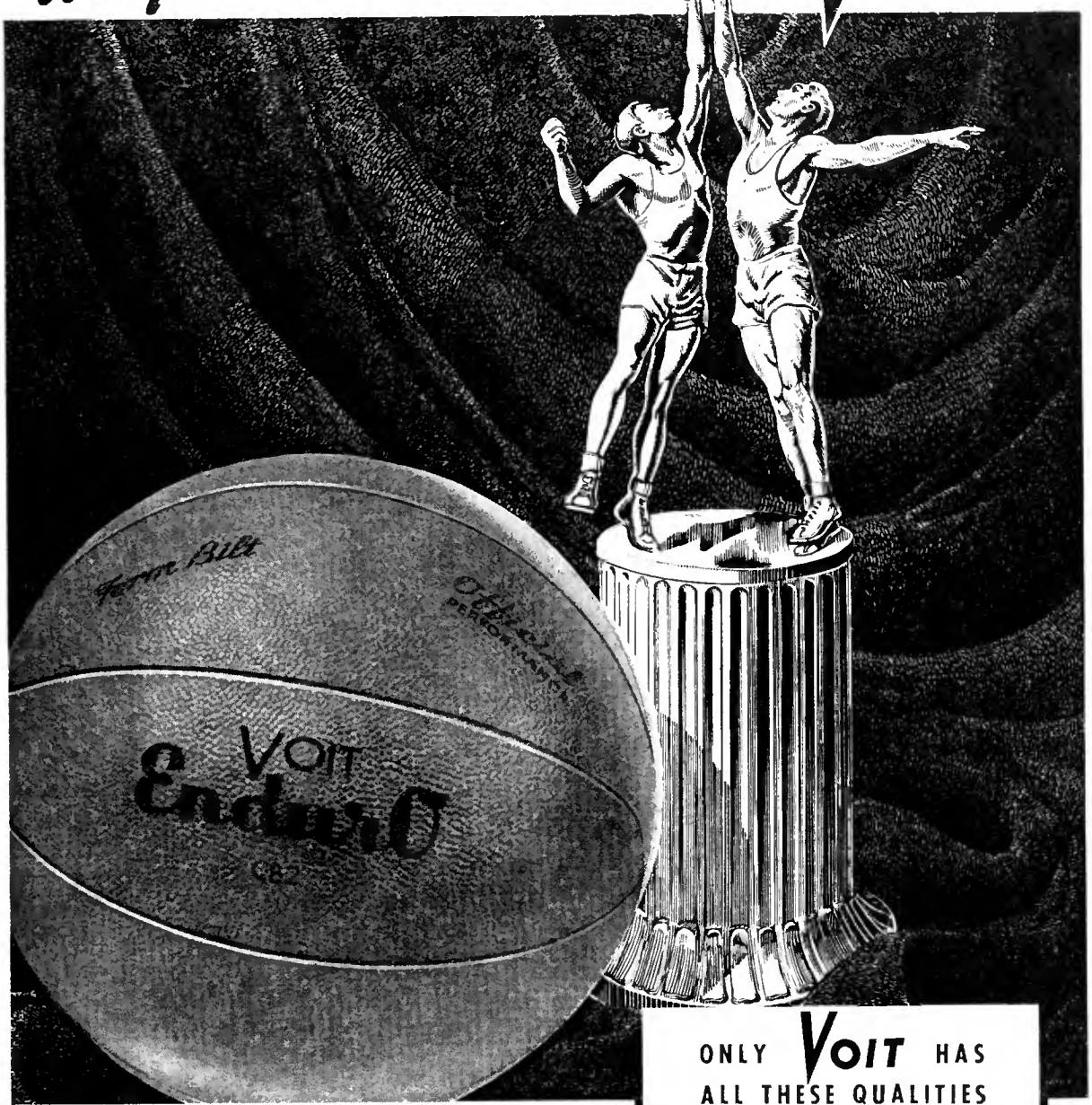

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Sports for War Busy Women — Sports for girls and women working in war industries, for housewives, and other women in volunteer war service will be offered at many municipal recreation centers in Los Angeles, California. Softball, basketball, volley ball, and badminton are among the activities in which groups will be organized.

Pontiff Says Sports Develop Character

ROME, JULY 30 (AP)—Pope Pius XII told a group of instructors from the United States Army central sports school of Rome today that sports had real value in improving men intellectually, morally and physically.

"Sport, properly directed, develops character and makes a man courageous, a generous loser and a gracious victor," the Pope said. "It refines the senses, gives us intellectual penetration and steels the will to endurance.

"It is not merely the physical development then. Sport, rightly understood, is an occupation of the whole man and, while perfecting the body, it also makes the mind a more refined instrument for the search and communication of truth. It helps man achieve that end to which all others must be subservient—the service and praise of his Creator."

Noting that instructors had been placed at universities in the United States, the Pope commented:

"Your academic associations will put you on guard against the tendencies, too common, alas, nowadays, of making sport an end in itself—which it can never be.

"Harmony between the physical development of man on one side and his intellectual and moral education on the other is not easy to achieve. Hence, there is the necessity of your instilling into your pupils the importance of discipline — not merely external discipline, but the discipline of rigorous self-control which is as momentous in the realm of sport as in that of the intellectual or moral order."

Statement from Walter L. Stone

WALTER L. STONE of Nashville, Tennessee, writes interestingly of recreation as one of the major fields of human service. He points out the many different movements that have made a special contribution to the recreation movement. He indicates the interest of religion and education and health and welfare but makes it clear that recreation, though it makes a contribution to a great many human services, is in itself a very distinct form which has a place in its own right.

He points out clearly that recreation is interested in persons as well as in groups; that work with groups belongs to education, religion and many other fields equally.

Recreation, he states, is a form of service much broader than social work on the one hand or formal education on the other, though it is related to both. Recreation is a form of human service in its own right and has its own program.

This field of service has its own national clearing house in the National Education-Recreation Council. Among the groups included are those dealing particularly with boys' and girls' work, athletics, religious and educational activities, youth agencies, leisure time and cultural pursuits.

In localities there are many councils that are related to recreation, though many of these councils are part of a larger, over-all community service program. Many of the planning councils include business, labor and civic organization representatives.

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Community Recreation Center Quiz

(Continued from page 429)

A. Yes, but the profits are deposited in the office of the secretary of the board. All tickets are numbered and a detailed financial report is made of money taken in and of unsold tickets. It is important that the person in charge of all ticket sales be fully familiar with state or federal regulations governing admissions and taxes. It is wise to set an early deadline for all such reports to be filed in the main office and for the money deposited. We require that this be done not later than the Tuesday following the night of the event.

Q. In connection with special events such as dances, where large numbers are present, how do you keep people from running all over the building?

A. We have high collapsible gates which fold up against the wall when not in use. At night the gates can be closed so that no one can go through to the corridors and halls not being used. These gates limit circulation to the space we are planning to use and which we are supervising. However, if for some reason the gates are not installed, due to regulations of the fire department or for some other good reason, you could use monitor service to prevent circulation in the unused areas. We are careful to keep locked all doors of rooms not being used.

Q. What hours, on the basis of your experience, should we operate our center?

A. Hours should be flexible and arranged to meet the demands of various activities. A popular practice is for the centers to open at 7:15. This means that the director, janitor, and doorman are there at 7:00, the doorman admitting recreation staff workers who check in and report at their station by 7:15. When participants come in, they check their hats and coats and then go to whatever activity they want. No room door is open until the leader of that particular group is there to open it and supervise it. Most activities close officially at 9:30, but the leader is required to stay in the room till 9:45 in order to take care of any special con-

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ferences with members of their group. Saturday night dances close at 11:30, and the young people check out immediately. The building is usually ready to be closed between 11:45 and midnight.

Q. Do you have any trouble in showing movies, particularly straight entertainment movies — not educational films?

A. No. We get straight entertainment film in 16 mm. from our local motion picture distributor.

Q. Are there any other points about which you think you ought to warn us in connection with this problem?

A. Yes. Before you open a building you should clear with the fire department to make sure that all safety regulations have been met. You should also clear with the health department regarding toilet facilities. Be thoroughly familiar with city building ordinances. Check with the fire department and building department regarding auditorium seating, to make sure you do not permit too many people to attend at one time. Each center should have a first-aid kit and a place for taking care of emergency accident cases. Each center director should have the name and telephone number of the hospital used by the city, of the police, and of the ambulance service, in case of emergency. Carefully worked out forms should be prepared for reporting accidents, including a full description of what happened, the causes, and other details, and signed by at least two, and probably three, reliable witnesses. In my city, serious accidents are taken to the emergency hospital. The director does not call a private doctor. In smaller cities, where such services may not be available, a policy should be worked out on the basis which other public agencies follow to provide necessary emergency services.

The National Recreation Congress

(Continued from page 397)

Single occupancy—$6.00, 7.00, 8.00, 9.00, 10.00, $11.00, 14.00

Brighton—Indiana Avenue
Double occupancy—$3.00, 3.50, 4.00 per person daily
Single occupancy—$4.00, 5.00, 6.00

Crillon—Indiana Avenue
Double occupancy—$4.00, 4.50, 5.00 per person daily

NOTE: Includes continental breakfast and free parking space in the open lot next to hotel. No single rooms available.

Dennis—Michigan
Double occupancy—$4.50, 5.00, 6.00, 7.00 per person
Single occupancy—$6.00, 7.00, 8.00

NOTE: Rooms with running water, $3.50 and $4.00 double; $4.50 and $5.00 single.

Madison—Illinois Avenue
Double occupancy—$3.00, 3.50, 4.00 per person daily
Single occupancy—$4.00, 5.00, 6.00

NOTE: Some rooms have private, some connecting bath.

Monticello—Kentucky Avenue
Rooms with hot and cold running water and double beds
Double occupancy—$1.50 per person daily
Single occupancy—$2.00
Make your reservations early!

Bedecked with Bays and Rosemary

(Continued from page 414)

Britain. One day, while he was resting a few minutes from his task, he noticed that the staff, a rod from a tree long dead, had rooted and grown and put forth leaves. On Christmas day it blossomed and so it has done ever since.

The poinsetta is native to Mexico. There it is called "flower of the holy night" because it, too, had its origin in a Christmas miracle. For, many years ago, there was a child so poor she had no gift to carry to the church and lay before the Christmas manger. The child stopped outside the church, for she would not go in without a present for the Christ child's birthday. As she knelt, weeping, to pray, a scarlet blossomed plant sprang

from the ground beside her—a fitting gift to bring to the sanctuary.

The bay tree sheltered the Holy Family during a storm that overtook them in the flight into Egypt, and upon a bay branch Mary hung the small garments of the baby Jesus to dry. So, these plants too have a special significance for Christmas, and so they were used during the Middle Ages when men combined freely their secular and religious symbols, to deck the boar's head, traditional meat of the Christmas feast.

They Call 'Em as They See 'Em

(Continued from page 403)

captain as required by the athletic code of the school.

Ninth grade members of the club have been assigned, too, to officiate at inter-school games played at the junior high school and at the five elementary schools in Columbia. Twelve of them were employed in 1944 by the Columbia Recreation Commission to help with three softball leagues. Members of the club will continue this job in 1945. They have worked as umpires, referees, score keepers, ticket sellers and ticket takers, and public address system announcers. They have learned official methods of scoring, timing, and charting games. No one of them has yet reached his fifteenth year, but their efficiency on the field has been praised by everybody who saw them at work.

In 1943-44 there were thirty members of the club. Each member served in some official capacity 61.32 times. This year the membership has been trebled to allow in part for increased demands for admission. Still more expansion is being planned for the future.

A president, vice-president, and secretary are elected by each section of the club early in the school year. Other officers and committees are appointed by the executive committee as needed. Squad captains lead intra-club competitive tournaments. The club has its own publicity medium, *The Bulletin,* a mimeographed sheet that keeps the school informed of the activities of the club and the monthly standings of each of the groups in competitive sports. The paper is written by, for, and about the students. During the year the club is also responsible for an assembly program, an annual dance or other program for the basketball squad, and an evening athletic program which features some phase of the club's activities.

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A Town Forest for Troy

(Continued from page 407)

By 1942, with America at war and the demand for forest products steadily increasing, the forest proved its value. In that year sales amounted to $2,652, wood on hand and other credits were valued at $2,239, and the estimated earnings at the close of the year amounted to $1,866. The planting program was continued, and 57,000 more young trees took their places on the Troy hills.

The town report for the year ending February 29, 1944, shows continued progress, aided by good markets but hindered by lack of labor. Receipts amounted to $2,695, including $2,267 from sale of wood products. Wood on hand and other items gave the forest project an additional credit of $2,503, for a total of $5,198. Cash expenses amounted to $2,431, including $106 used to buy and plant 10,000 more trees.

At the 1944 town meeting the people of Troy voted to create a special fund from earnings of the town forest. It is expected that the fund will amount to $4,000 by the close of this year. Right now the money is being invested in war bonds.

After victory the money, in due time, will be used to help meet the cost of a new consolidated school.

But not all the benefits to the town of Troy have been financial, as represented by income from land otherwise tax delinquent. Local people have had work near home and relief clients have been provided with fuel.

Perhaps most important of all, in the long view, the people of Waldo County now have before them a good demonstration that selective cutting and proper management pay cash dividends. Extension Service representatives, who have long recognized the importance of what they call "spread of influence," know that the Troy example is having its effect on other towns.

Some of these have made small plantings, more have improved the management of woodland on town farms for the poor. Still more have not gone beyond the stage of watching the Troy experiment.

So much for the opening chapter in this story of a modern Troy and its forest. As the story unfolds with the years it should be one of encouragement for towns perplexed by the transition from idle farm land to productive woodland.

And so today in Troy, Maine, which bears the name of the ancient Greek city of legendary fame, where the hills were covered with oak and cypress, the people can lift their eyes to a forest that gives them a measure of security and satisfaction instead of the emptiness and waste of misused land.

Come Into My Moss Garden

(Continued from page 404)

the ferns all about! I must not start on them: this is strictly about mosses and lichens! But do add wild plants and ferns as you build your garden.

Do not be in too much of a hurry, for this kind of garden to be a thing of beauty and a joy forever must be carefully planned and well planted. Each bit of moss or lichen should be a reminder of happy hours in wood or pastures or along city streets. Gather slowly to "count the happy hours."

It may be that you live in the city and do not often get to the wild pastures and deep woods. You may have a moss garden, anyway, and the hunt will have a zest of its own. Watch the crevices of the sidewalks and the retaining walls along the streets. Other good hunting grounds are behind garages, under low branching shrubs and trees, and along the green strip between sidewalk and curb. Watch for the lichens on old trees along the streets and in the parks. You can only study these specimens for you will not be able to "collect" them.

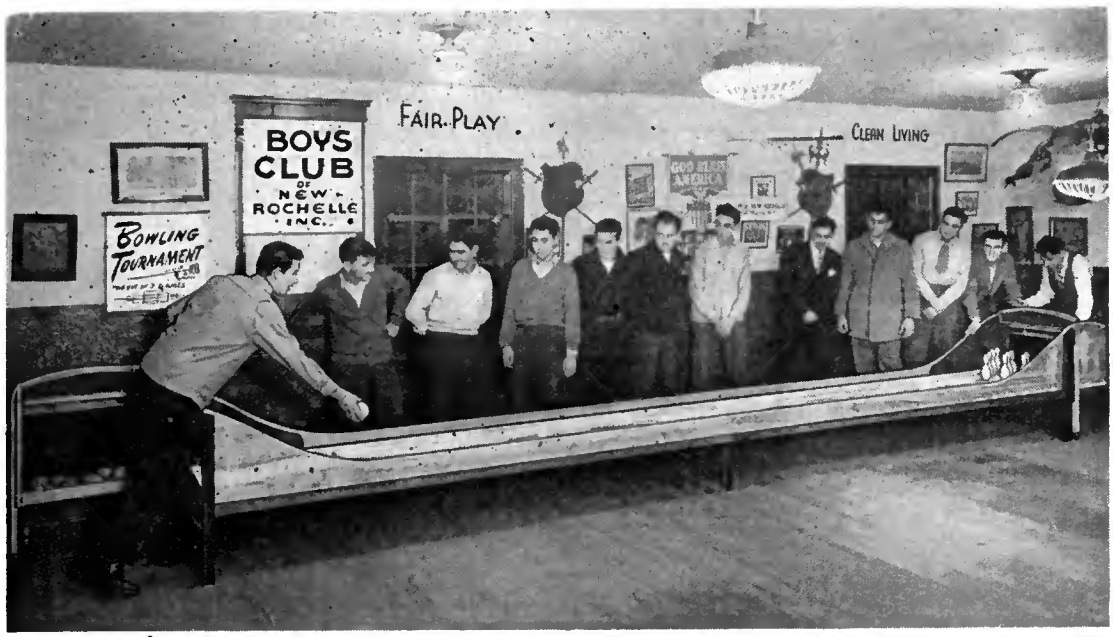
The study of mosses and lichens will fill many leisure hours. These tiny plants are most fascinating in structure and habits of growth. You will want to get a few books on them. It is well to own the books, but you can always get them at a library. Here are several which give the life histories of the moss garden folk: *Mosses with a Hand Lens,* by A. J. Grout, and *How to Know the Mosses and Lichens,* by Nina L. Marshall. Then there is this one which has something on lichens as well, *Mosses,* by Elizabeth Marie Dunham.

I warn you! Once you have begun this most interesting hobby, it will lead you to many another treasure found only "out in the fields with God."

Choose Your Partner

(Continued from page 405)

the floor to demonstrate. Without losing a beat he is back at the piano, and the melody comes again from the keys. He smiles encouragement to



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dancers faltering through the steps for the first time, shouts instructions to the confused, beams delightedly at those who are swinging out with assurance.

Then a talented young man with a natural instinct for leadership and an uncanny skill with an accordion "takes over." The dancers form sets. The young man plays his accordion and calls a lusty American square dance. Gone is the sophistication of the college students, the weariness of the office workers, the loneliness of soldiers and strangers. For many of them the barks of the caller have a childhood nostalgia — a memory of parents or grandparents dancing these same dances in the village hall. For others it is merely a highly satisfactory new dance. The young man with the accordion changes to a Virginia reel. The lines form, the dancers change positions rapidly, and down the line they go.

Now all rest awhile. Here comes the acting hostess to keep an eye on the newcomers. All during the dancing the veteran members have taught them the steps, dancing with each until he has learned the dances, then passing on to show others.

The accordionist strikes up a fiery Hungarian dance, *Csebogar,* and the intermission is over. Next comes a Danish wedding waltz. A Lithuanian polka tells the story of a blacksmith at his forge. A Texas schottische called *Little-Man-in-a-Fix,* a progressive dance, is especially good because it mixes the entire group once more. Then the

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accordion plays a merry Swiss dance, *Hol-di-ri-dia,* with the echoes of the Alps in its lilting melody; a dance with the lovely name, *Chimes of Dunkirk;* a Swedish dance.

From this point, the phonograph carries on with a minuet. This stately, gracious court dance takes as well with the folk dancers as the peasant dances. The girl with the saddle shoes, the young man with the worn, shiny pants, hold their heads proudly, perform the dance slowly and sedately as befits its origins and the music.

The group includes whites, Negroes, and orientals. People of several nations are there: Poland, Czechoslovakia, Japan, China, Ecuador, the Argentine. It is a pleasant evening when the representatives of the South American countries, teachers of Spanish at the University, come to the hall. The boys and girls stare, fascinated, as they gather close to see the South American dances. From Argentina comes the tango, suave and cosmopolitan. A dance of exquisite grace, perfect balance, and precision timing, it requires more polish and skill than some of the group dances. But the audience decides it is worth trying and crowds eagerly around the smiling, black-haired teacher. It is followed by a rhumba, smooth, relaxed, with an undercurrent of emotional color. The beat becomes insistent. Once interpreted in movement, the rhumba pounds in the blood stream like the beat of a marching drum, but more subtly and insidiously. Now the teacher begins a new dance, a dance of reckless gaiety, *La Conga.* The Americans do only a part of the dance when they form the Conga line. The Latin dance is actually more complicated and interesting.

Everyone is quite tired now. Tonight the group had agreed beforehand to have "cokes." Refreshments, if served at all, are always very simple and inexpensive. Because there is no admission fee, the entire evening's entertainment does not cost more than a nickel or a dime for "coke" and a share of popcorn.

Tonight there is time for the group to sing a few songs, or for individuals to tell stories, tall tales, or jokes. (The spotlight is never forced on those who would rather just listen.)

The meetings usually begin at 8:00 o'clock and are over by 11:30 or 12:00 at the latest. After three hours of folk dancing everyone is ready to go home without further ado. People drift out, promising to meet again in two weeks, saying good night. The newcomers have been invited to the next meeting at least seven times, and made to feel that they will be really welcome. "And so to bed" with happy thoughts, looking forward to the next folk dance meeting.

"Get in There and Paint"—I Did!

(Continued from page 406)

thin. Fortunately, the second and third attempts with different subjects were more encouraging, but whatever the results, disappointing or soul-satisfying, painting was completely absorbing. Time flew, and I had to discipline myself not to paint in the mornings even for "just a minute," or nothing else would get done. Even an artist must feed her family!

No artist, however, would admit me to the inner circle. I painted in a most unorthodox manner. My stance —! With the makeshift drawing board propped against a wall in the dining room I usually got down upon my knees on the floor to add "just that touch." A newspaper spread on the rug was fine for paint and palette. This was a little inconvenient for backing away for the view and I sometimes found myself crawling about on all fours. No, definitely, this was not the proper picture of an artist, dressed in smock, palette poised on arm, brush held at arm's length!

Painting from nature must be fascinating. So far, lacking gasoline and time, mine has been done in the (dining room) studio, using sketches from books, bits from magazines, some imagination and a little from memory. Copying has been valuable in teaching me how artists work, and originality seems to come with added experience. Perhaps this summer during vacation I can paint with real mountains and trees, streams and fields for subjects. I'm still just "daubing," mixing paints in a

way which would surely make an artist squirm with horror, but now and then getting a decent color combination, and having fun. Like the magic words, "Open sesame," it opens the door to a land freed of petty problems and daily cares and creates a new world out of the prosaic one we are used to. A tree trunk is no longer "brown;" it is deep red, mossy green, pinky beige. Familiar objects and facts take on fresh interest and meaning when (mentally or on paper or canvas) you try to sketch them. Pictures and illustrations are studied with a critical eye. It is as tempting and challenging as a winding lane waiting to be explored —

Who would not look for enchanted places
And a path explore
Would live forever within his house
Behind a bolted door.

Toward a Community Christmas

(Continued from page 416)

An Old-Fashioned Christmas Tree—Nov. 1942
A Christmas Story Comes to Life—Dec. 1942
Christmas Games—Dec. 1942
Feast of the Star—Dec. 1942
Christmas Town in Moonbeam Meadow —Nov. 1943
Christmas for the Birds—Nov. 1943
Decorations by the Family—Nov. 1944

Fun and More Fun!

(Continued from page 423)

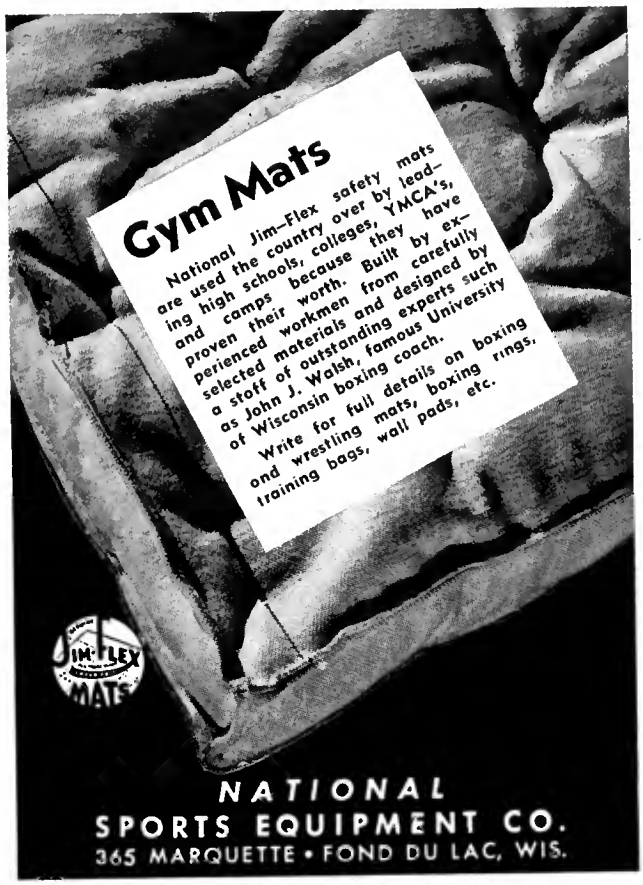
Route. From comments of the men who have used them, the booklets are going to fill a definite void which has not been filled by other recreational equipment.

"The simplicity of use of the games, brain teasers, and quizzes, and the convenient size of the booklet all give it a conspicuous place in the morale division of this hospital."

And the GI's themselves thanked us.

"As a 'GI Joe' and a Philadelphia newspaperman, who served eighteen months as a Chief Petty Officer for Uncle Samuel in World War I, permit me to compliment you on the interesting and recreational morale-builder booklet, *More Fun En Route*—made possible through the courtesy of the Firestone Tire and Rubber Company."

Said another GI: "Some time ago while stationed in England I visited a local Red Cross house and during my stay I had occasion to glance through your booklet *Fun En Route*. The little I had time to read I enjoyed very much and the brain teasers, tricks, and stunts contained therein aroused my interest. I would appreciate it if you could send me a copy for my personal use, and if you have any extra copies to spare, send me several for the use of the men in my unit."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There were many civilians, too, who were grateful.

"I am chairman of the Military Committee in the Testing Division of the Meter Department, and for the past several years have always been on the lookout for material to send to our boys. This booklet appears to be the perfect item for boosting morale and I would appreciate it very much if you could arrange to send me 150 copies so that I may send one to each of our boys (and girls) in service. Thank you."

If the welcome accorded the *Fun En Route* series is any criterion, *World O' Fun* will play an important part in helping provide entertainment for our servicemen and women awaiting demobilization, or serving in the Armies of Occupation in Germany and Japan.

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Books as Recreation

(Continued from page 410)

holiday finds us unprepared and the greater part of it is wasted. So with our spare time, our casual leisure. Do not let it find us unprepared. It is a good plan to make a list of books which either from our own thought, our own experience, or the recommendation of friends, we feel a desire to read. We should have one or two of these books always at hand, and have them in mind, too, as something which we are longing to read at the first opportunity. I think some people lose the habit and pleasure of reading because they do not take this trouble and make no plan, and when the spare evening or the long railway journey or the wet day comes it finds them without any book in anticipation, and they pick up a newspaper or a magazine, not because they specially want to read it, but because they have nothing present to their minds or at hand which they really care for. The habit of planning ahead is essential to real cultivation of the pleasure of reading, just as essential as planning is for sport or travel or games or any of the other pleasures of life. I know friends who are fond of sport. They choose a long time beforehand the river they will fish or the sort of shooting they will pursue. Another friend likes travel and plans months in advance where he will go and what he will see. Without this forethought and planning they would not get their pleasure, and so it is with reading. If we once acquire the habit of planning, we find out increasingly what it is that we like, and our difficulty at any spare moment is not to find some book that we are longing to read, but to choose which book of those to which we are looking forward in anticipation we shall take first.

Wanted! More Hobby Programs

(Continued from page 396)

— and an Opportunity

Take your ideas and offer your experience to your local radio station manager. He will be delighted to have your help. If necessary, train yourself in script writing or speaking. But put your talents and experience to work for radio in some way, and let's aim at having at least one good hobby program in every part of this country!

Children's Christmas Program

(Continued from page 419)

Testament's prose rhythms — the simple, singing, rich language of the Stuart's—into movement that had the same dignity, the same line, the same ability to stretch the mind and the emotions. This moving quality was achieved by cutting to the quick both the number of actors in each scene and the number of movements that each actor made; by unhurriedness; by careful groupings that achieved simply and with what looked like unstudied ease these naturally beautiful pictures which people commonly make when they come together in groups. The pantomime told its story with economy of line. But, in spite of the functional clarity of each "stage picture" no one of them was allowed to remain static long enough to give the audience that feeling of sympathetic rigidity that comes from watching people trying to hold a pose for too long a time without moving. Small, natural motions added validity and naturalness to everything that happened on the stage.

In costuming, too, simplicity was the order of the day. Colors were bright and clear, silhouettes

were carefully designed for accurate representation of the time and the character. Only in the case of the Magi was there a suggestion of ornate richness. Their costumes became, properly, an adjunct of characterization — almost a part of "plot."

The program was a *spectacle* without being *spectacular*—a spectacle that depended for its emotional pull upon sincerity and reverence.

"Personal and Unofficial"

(Continued from page 411)

Everyone loves flowers. You see men, women, and children carrying large bunches of them. They are in every home and they are quite beautiful.

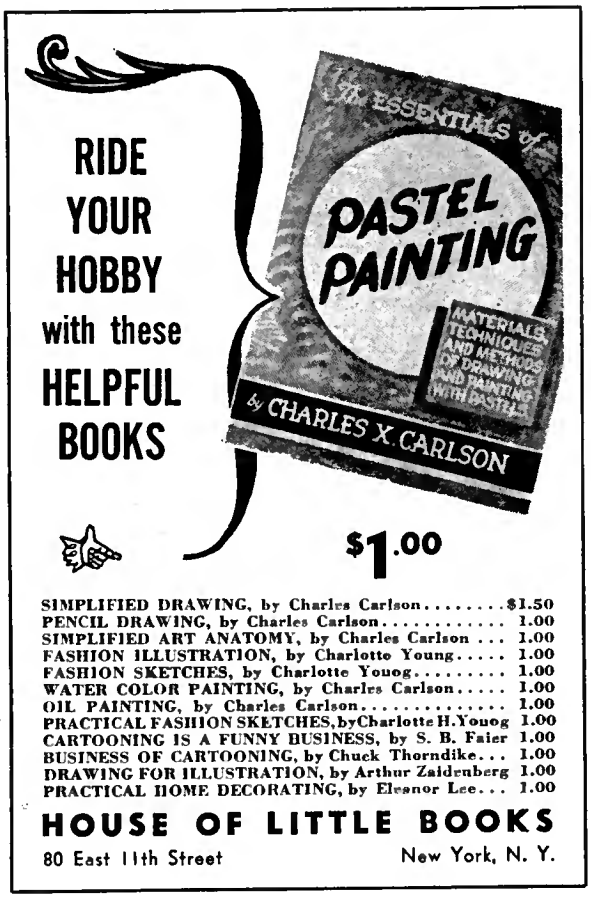
Games and Sports

Australians are out-of-door people who swim, play tennis up to middle age, and then bowl on the green until their legs give out! In matters of sports the Allied Sports Council has been very successful, bringing large numbers of people from the English, Dutch, Australian and American forces together on a pleasurable basis, thus helping to cement international relationships. Undoubtedly America and Australia will be much closer together in understanding each other after the war. I look forward to seeing an American-Australian competition in many branches of athletics. The Australians are marvellous swimmers and tennis players. They like cricket and play it well. This, by the way, is a social game, and takes all day.

Football, by Australian rules, is one of the most exciting games I have ever seen. It takes a great deal of skill, agility, accuracy, and leg power. The players drop-kick a hundred yards, jump four feet straight up into the air to catch the ball on the fly. This, called "Marking," entitles the catcher to a free kick. Passing is done while on the run, and by drop-kicking.

We have been teaching the Australians basketball, softball, and baseball, which they like very much. They get a tremendous amount of enjoyment out of hearing Americans razz the umpire and the players. They call this "barracking," and it is not considered quite sportsmanlike. However, at the boxing matches, which were very exciting, they forgot this, and I heard the "diggers," (Australian soldiers) cheered on to "get the Yank." The finals of the tennis championships were much more sedate. A high-ranking Australian General gave out the prizes to the winners and made a short, beautifully worded, clearly enunciated, and intelligently conceived speech. He expressed the wish that we, who are fighting together for a common cause, should know and understand each other. With Australia and America only thirty-two hours apart by plane, there should be some postwar competition in all sports.

We should send someone to Australia to learn their game of Australian Rules football. The field used is 180 yards long and quite wide in comparison with ours. There are eighteen players on a side with only one substitute, for they do not believe that having substitutes makes a good game because it becomes a question of numbers rather than playing ability or stamina. They use something of a player position pattern. Four goal posts are at each end of the field, the center ones being much higher and without crossbars. Six points (a goal) are scored for kicking the ball through the center posts, and one point (a behind) for kicking it between the center posts and the outside posts. Often the score may mount into hundreds of points. From the spectator point of view the game is exciting and simple to follow, but it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Circulars and Table of Contents on Request

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would be my guess that from the players' and officials' viewpoints it is complex and rough and tough. The crowd has no compunction about heckling the umpire or officials, but evidently feels it is poor sportsmanship to razz the players. Except for racing, this is the most popular professional sport, drawing crowds of 100,000 people.

Everything considered, the average Aussie is more of a sportsman from the spectator and player angle than the average American. Municipal and private, plus club tennis courts, golf courses, and bowling greens are everywhere in evidence and are used by everyone—from school children to very old people, and by girls and women.

From "Rags" to "Riches"

(Continued from page 402)

For each production the Board of Governors appoints a director, who in turn chooses a production staff. Director and staff are responsible to the Governors for the whole production. It has been traditional policy to have a different director for each of the four major productions in any season. Each director is paid $100. A stage carpenter receives $50 for making and setting up the scenery. Beyond this there are no paid workers in the organization.

Income is derived solely from the sale of tickets which, in the 1945-46 season will be priced at $1.50 for four productions. Tickets may also be procured for individual performances — provided there are enough seats to go round after the membership has been accommodated. Forty-seven thousand season tickets were sold in 1944-45 (each show played five performances) and requests for 600 more had to be refused because the capacity of the theater had been reached. Financially, Kenosha's Little Theater is comfortably independent now, thank you! It has contributed generously to Red Cross War Relief Funds, and holds $3,000 in war bonds.

Plays are produced in one of the schools. The auditorium seats about 1,000. The stage is well-equipped. Here such plays as *Outward Bound, The Male Animal, There Shall Be No Night, Papa Is All*, and scores of others have brought the best of Broadway and the "Tributary Theater" to the citizens of Kenosha. Before each production a bulletin is sent out to the whole membership, the mailing list being based on the season ticket sales. The bulletin describes the play to be presented and adds notes of personal interest concerning members of the active group, present or *in absentia*.

Program

However, the program of the theater does not stop with the four productions that it puts on each year. It is not content to reach its public only across the footlights. Its program activities go beyond the so-called "season" into a year-round program. Meetings are held once each month. At that time members of the group compare notes, speakers from outside the theater discuss some phase of drama, one act plays are given, new plays are reviewed and discussed. The members are enthusiastic, always eager to give their time and their energy for the improvement of the monthly meetings. It is, perhaps, more than a little indicative of the spirit of the group that the name of the director of one show is apt to appear somewhere in the list of crew members for the next production but one.

Contribution to Community Activities

Perhaps one reason for the ever-increasing success of Kenosha's drama project has been its par-

Now Off the Press!

SOME of the readers of RECREATION will remember the interest aroused by the address on Recreation at the Harvard Union by Viscount Grey of Fallodon during his visit to this country. As Howard Braucher says in the foreword of the recently published booklet containing the address, "Few addresses are considered significant enough to be reprinted a quarter century after their delivery." Viscount Grey's is one of these, and coming as it did at the end of World War I, it has special significance at just this time.

It is a pleasure to announce that the National Recreation Association has received permission to reprint this address. Copies of the booklet under the title *Recreation* may be secured from the Association at 60¢ each. Every recreation worker and official; everyone interested in the recreation movement will want one of these booklets for his library.

We are sure you have followed with keen interest "The Community Recreation Center Quiz" published in the October and November issues of RECREATION, and that you will be glad to know that reprints are available at 25¢ each.

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ticipation in other community activities. Here is no "ivory-tower" little theater. This theater has become a community force, for it has gone far afield in its program. Most little theaters live only during the brief moments when the house is "lighted." In Kenosha, the members of the organization are available for presenting skits on a variety of patriotic occasions. They prepare programs to help instruct volunteer workers about fund solicitations. They have given full-scale productions as well as cuttings for servicemen at hospitals near-by. Townspeople do not hesitate to come to members of the group for guidance in manifold projects where a special experience of drama would be valuable.

Looking Forward

And so Kenosha boasts that it has the "biggest little theater in America," and rests its claim on its record. The project has taken many hours of hard work on the part of many individuals, and will continue to do so. They seem to like it for they are making plans for new conquests in the future.

Always, they feel, there must be new growth. Personnel comes and goes, and there are many changes. But the future must be protected to insure a continuous progressive success based on a foundation already firmly established. So, plans are now under way for developing a Children's Theater production in addition to the regular four plays a year schedule now in operation. It is hoped that this step will lead in the future to the establishment of a regular Children's Theater in Kenosha.

Museums for Children

(Continued from page 401)

make possible the attendance of many children unable to travel long distances. One children's museum recently moved from temporary quarters in a blighted neighborhood and one with a high delinquency rate to new quarters in a more central part of town. While the change was desirable in many ways, the director recognized that it was not entirely good. The children of the earlier neigh-

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borhood were no longer able to crowd into the museum, or even visit it occasionally, because of the distance. In the new district the children came from homes able to afford independently much in the way of equipment and private instruction. And, as the director remarked, "Those Mexican children did so like to work with color and pottery."

In many communities juvenile delinquency is reported out of control. In still others where it was never before conspicuous it has mushroomed. Junior museums and junior departments of adult museums are part of an integrated approach to this problem. In a community fortunate enough to have a museum program for children, parents can work to secure for it better than subsistence diet. In an area without such a program, the establishment of one under an appropriate institution should be considered.

While junior museums thrive under a variety of auspices, Mrs. Laurence P. Roberts, Director of the Brooklyn Children's Museum states, "I feel that children's museums which are in some way connected with a large organization have a much better chance of contribution to the community than if they are set up as separate institutions. The Brooklyn Children's Museum has its own Curator-in-Chief, its own building, and its own government that is largely autonomous; yet it has the many advantages that come from its close association with the Brooklyn Institute of Arts and Sciences and the Brooklyn Central Museum." And this firm backing and the additional resources are reflected clearly in the wide-reaching activities and influence of the Brooklyn Children's Museum.

At the Santa Barbara Museum of Natural History, Santa Barbara, California, a flourishing junior department has its own building with specimens to be handled and with exhibits of both the live and traditional sort. The separate building is important, for research members will look more kindly on a junior branch if they are reasonably protected from its noise! At the same time the junior section derives the many benefits that come from the large museum's staff, exhibits, and wealth of nature study material.

If you can, visit a junior museum or the junior department of an adult museum. To see the children absorbedly at work in such a museum is to feel with Ernest Thompson Seton, the naturalist and artist, a regret that there was no similar opportunity in your own childhood.

Izaak Walton to the Rescue

(Continued from page 424)

his substance for the rare and, especially in wartime, scarce materials which make up the multitude of feathered lures used in the great game of angling with the artificial fly. This he himself could do.

He proposed the idea to the Philadelphia Naval Hospital. It caught hold from the start and he now has a dozen ardent devotees attending class regularly and more who drop in from time to time.

He bought out of his own pocket material—some of which comes normally from China and the East Indies, and much of which—hooks, silk, wire and tinsel — contains critical war material. He "put the finger" on friends to provide the materials he couldn't get himself. Today, duck wings, peacock "eyes," silk thread, crewel wool, raw silk, rare gamecock necks from the Orient, underwing feathers of the Mandarin Duck, bucktails, boxes of various-sized tempered steel hooks, a half-dozen fly tying vises and a dozen or more other gadgets make a pleasant litter on the battered table which serves as a classroom.

Around the table sit a retired Army lieutenant colonel, whose hands were suffering from arthritis; a Marine sergeant, and a Navy chief petty officer suffering from battle fatigue; another chief petty officer with impaired hearing; a man who has lost a leg, and another who has lost an arm.

The one-armed man presented a problem. Fly tying takes both hands for experts as well as beginners. But the teacher found a special spool which keeps pressure on the tying thread while the man moves his one hand to adjust the feathers and body materials being bound to the hook, and rigged up an ingenious system of clips, which hold the feathers and other fly materials in place while the one-armed man secures them with tying thread.

All the pupils are not therapy cases. The colonel is regaining normal use of stiff and painful hands, and the one-armed man is learning to substitute one for two. The battle fatigue cases are achieving mental and nervous calm from concentrating their interest on something new and different with great postwar recreative possibilities. This is true of all those in the class, some having enrolled simply because they are disciples of Walton and want to add to their postwar bag of fishing tricks.

As a matter of fact, each pupil is very definitely tying flies for that big postwar fishing trip which looms large in the minds of countless service personnel throughout the world. It has loomed even larger, as can easily be imagined, in the eyes of those who have become disabled. Some want to go after trout; some favor the cattail-hugging, blockbuster, largemouth bass of the deep South, while others dream dreams of Middle Western smallmouth bass and muskelonge.

The flies tied for each type vary, of course, lending to the classroom table a fascinating variety. Delicate trout flies come into being side by side with the feathered frogs, brilliant bucktails, and streamers favored by larger and more voracious species.

The lieutenant colonel has been a fisherman all his life. A veteran of the last war, he put in three years of this war with the Selective Service Division of the Army before a cardiac condition accompanied by arthritis forced his retirement. He hasn't been able to go fishing for some time and won't be able to go this year. But his hands are regaining normal action and he hopes to try his luck next year with a box well-stocked with lures of his own making.

The chief petty officer whose hearing was impaired is learning to tie flies as a hobby while he undergoes ear treatment at the hospital, and there's many a Texas bass will learn to his sorrow that he was an apt pupil—so apt, in fact, that he's now chief assistant.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Journal of Physical Education, September-October 1945
- Competition for Tomorrow, A. M. Harding
- El Paso Co-ed Club, V. M. Carey
- Results of Industrial Survey, J. S. Whitmore
- Dutchess Industrial Athletic Association Proves Boon to Recreation, Weldon McCluskey

Pencil Points, September 1945
- The Acoustics of Music Shells, Henry L. Kamphoefner

Journal of Health and Physical Education, September 1945
- Requirements for the Master's Degree in Physical Education, Jack E. Hewitt
- You're the Umpire! Major Alfred Fleishman
- Modern Dance . . . An Experience with Junior High School Girls, Lenore M. Foehrenbach

Arizona Police Review, September 1945
- Playgrounds or Pachucos, Lewis H. Adams

PAMPHLETS

Youth . . . in the Rural Community
- Youth Section, American Country Life Association, 734 Jackson Place, N.W., Washington 6, D. C. Price 10 cents

Annual Recreation Report, 1944
- Playground Bureau, City of St. Paul, Minnesota

Municipal Stadium
- City Plan Commission, Kansas City, Missouri

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New Publications in the Leisure Time Field

We Have Tomorrow

By Arna Bontemps. Houghton Mifflin Co., Boston, Mass. $2.00.

ANY BOOK THAT HELPS one group of people to understand another group living in the same society but set apart by superficial differences of creed or color is important. *We Have Tomorrow* is such a book, for it tells the stories of twelve young colored Americans in their efforts to make a place for themselves in an environment too often hostile.

Things to Make from Odds and Ends

By Jessie Robinson. D. Appleton Century Company, Inc., New York. $2.00.

MOST OF THE "THINGS TO MAKE" which Jessie Robinson describes in pictures and words do not require special talents. The book should prove valuable to anybody who likes to make things or who, in these days of scarcity is looking for substitutes for the old standbys in craft materials.

Let's Have Music

Edited by Marie Oliver. The Womans Press, New York. $.50.

THE SUGGESTIONS made in this booklet addressed to program planners in the Y.W.C.A. are equally valuable and interesting for any group that uses music either formally or informally in its program. A special section on copyrights and the whys and wherefores of ASCAP should be "required reading" for anyone who considers public music performances.

Creative Art Crafts

By Pedro deLemos. Book Two. Davis Press, Inc., Worcester, Massachusetts. $3.75.

PROJECTS IN CARDBOARD, woodcraft, clothcraft and metalcraft are described in this profusely illustrated book. Five hundred projects make up the material for text and pictures. There are many ideas for leaders of craft groups.

Mother Goose Handicraft

By Nina R. Jordan. Harcourt, Brace and Co., New York. $2.00.

HERE IS A BOOK OF HANDCRAFT suggestions designed to interest small children. The stand-up toys are well within the scope of the younger members of a handcraft class, the materials required are simple and inexpensive, the instructions are given in phrases within the understanding of the age to be reached.

Football Guide 1945

A. S. Barnes and Co., New York. $.50.

THE AUTUMN SEASON brings the A. S. Barnes publication of the official rulings on football drawn up for 1945 by the National Collegiate Athletic Association.

Manual of Minimum Standards for Camps

Greater Boston Community Council, Boston, Massachusetts. $1.00.

THE COMMITTEE ON CAMP STANDARDS of the Camp Section of the Greater Boston Community Council has prepared this camping guide. Though the guide is designed especially for organization camps serving children from the Greater Boston Area much of its material will be of interest to camp directors in general.

Bed and Bored

By Lawrence Lariar. Whittlesey House, New York. $1.98.

HERE IS A BOOK to amuse the convalescent. Puzzles and brain teasers of various unusual kinds are included and guaranteed to help pass tedious hours for the not-yet-well-again.

It's Fun to Be Safe

By Herbert J. Stack and Geraldine Huston. Beckley-Cardy Company, Chicago. $.85.

HERE IS A BOOK planned to make safety interesting for children in the third to the fifth grades. In story form, it suggests many of the safety hazards that youngsters meet without realizing the dangers involved. Photographs and drawings help to point a moral and to adorn the tale.

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One Aspect of the Role of the Recreation Center in Our Atomic Age World

THE UNVEILING of atomic power makes it essential that we do all we can to achieve a real spiritual unity among men despite all the diversity that must persist.

A measure of brotherhood becomes imperative.

World government becomes a matter of course in the face of a threat of complete and utter annihilation.

Mechanism, centralization, however, will avail us little except as we develop a spirit of understanding, of brotherhood.

This kind of spirit is not built in a day, and we have not too much time for building it.

Religion, recreation, education right now have laid upon them a task many times greater than heretofore, because the need is so immediate.

Recreation is an expression of the inner nature of man. In our recreation we reveal what we are. Men and women in our "one world" now everywhere need to understand what all of us are, country by country—our music, our art, our drama, our sports, how we find comradeship, what kind of men we are when we are free to be ourselves.

In our recreation centers we must build for real understanding of all people everywhere. And first we must have understanding of ourselves, of the people in our own neighborhood, in our city, in our district. We must through recreation develop a habit of understanding.

HOWARD BRAUCHER

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December

Courtesy Recreation Department, San Francisco, Cal

Christmas in San Francisco, 1945

By LYDIA PATZETT
Supervisor of Drama and Dance
Recreation Department
San Francisco, California

TO MANY San Franciscans the Christmas season would be incomplete without a trip to the War Memorial Opera House to see the annual Christmas program presented by the Recreation Department. For a number of years the program has been a pageant. This Christmas will be a little different, for the Department has scheduled a dramatized fairy tale which uses pantomime and folk dancing, ballet and music—both choral and orchestral—to tell the story.

The curtain will open to show a huge decorated Christmas tree on one side of the stage where a colorful peasant village scene with a bright peasant dance is in progress. The dancers are boys and girls of about ten years of age. Later, as the scene develops, adult groups of men and women as well as those of high school age join in the dancing. There are special characters, too, the pompous village dignitary, the organ grinder with his monkey, a romantic flower girl, the village belles.

During the merrymaking, two little waifs, ragged and forlorn, wander onto the stage. They are drawn by the warmth and gaiety of this village scene. But they are unhappy that they cannot become a part of it themselves. And so they wander off into the forest.

It is snowing as the curtain opens for the forest scene. The two lonely waifs arrive in the forest—tired and cold. Lying down upon a little hillock they pull their coats about them and fall fast asleep. The snow queen enters with her snow fairies and the snowflake ballet begins. This is one of the highlights of the program as it is done by the Senior Dance Group, a specialized group in ballet which meets at the Dance Center once a week. Any girl who has reached high school age is eligible if she has sufficient ability to keep pace with the group.

The little waifs awaken to fairy voices and catch a fleeting glimpse of the snow queen and the fairies just before they vanish. Entranced, the youngsters try to follow but they soon are forced to believe that what they have seen must have been only a dream. As daylight brightens, the many animal folk of the woods appear—rabbits, frogs, turtles, bears, a fox, a deer. There are fairies, too, and lovely flowers. The two little children are very happy here with their many friends and all of them dance from sheer joy.

As night falls again and their daytime friends depart, the night life of the forest ventures forth. In the dead of the night a deep quiet settles over the forest bringing with it a feeling of mystery and uneasiness. The two little children become frightened. Suddenly an ogre overshadows all else and strikes terror into the children's hearts. They are about to be gobbled up when the Snow Queen arrives again and, in the nick of time, banishes the ogre with a flick of her magic wand. Another flick of the wand, and the waifs' ragged clothes become precious silk and satin. The little girl has become a princess, the little boy a prince.

Then the snowflake handmaid-

(Continued on page 501)

The Senior Dance Group is open to any girl of high school age

Santa Comes to Roseland

By S. W. HUDSON, JR.
Manager, Roseland Homes
Dallas, Texas

ALL OVER the United States during these years of strain and tensions great housing units of brick or stone or wood, in styles colonial or Spanish, French or Georgian, or just plain and unvarnished utilitarian, have raised their walls and spread their rooftrees to shelter the people in the congested city areas. Their names are often banners flying in the face of poverty and the problems of the gallant "little peoples," challenges to homesickness and loneliness and fear and want and discomfort. Whether the banners are to be kept flying, whether the evils can be challenged successfully, depends upon something more than the thickness of the walls and the soundness of the roofs. For a housing project, if it is to reach its ultimate goal, must do more than offer shelter to the bodies of men. It must be to them food for their spirits. It must warm the cockles of their hearts. It must provide, somehow, a shield and buckler against the enemies that lie in wait for the person who lacks that triple-plated armor invoked by Robert Louis Stevenson for all beginners in the art of living. A housing project, to fulfill the destiny set for it, must have its bare structure quickened with the breath of human living.

Such a quickening has taken place in many developments throughout the country, developments where cooperative leadership among the professionals who "run the show" and the amateurs who, as tenants, are part of that show has created something warm and human and comfortable.

Such a thing has taken place in Dallas, Texas, at the Roseland Homes Housing Development.

Roseland Homes, a 650-family, low-income housing project, was opened in Dallas in June 1942. There are sixty-seven apartment buildings in the project. From each of them one resident represents his fellows on the Resident Council. It is this Council which, each year, sponsors a Christmas party for the hundreds of children in the housing development and the neighboring community.

Community Party

The party is a gala affair. There is the traditional tree literally loaded down with its glittering tinsel and bright balls—annual crop in the land of Christmas. There are the youngsters dressed in their "Sunday best," eyes big with half-frightened anticipation. There are mysterious boxes, tantalizing in size and shape. There are snatches of song and glimpses of bright costumes. And there is, of course, His Royal Highness, Prince of Christmas—Santa Claus, complete with his red and white suit, his beard and his shiny boots and his "little round belly." Shy or bold, the boys and girls cluster about him, discuss with him their Christmas requests accumulated as the day dreams and half-formed hopes of the year that has passed.

During the hour between Santa's arrival and the beginning of the special entertainment each of the small children has a chance to talk to him. Then he is guest of honor at an entertainment staged especially for him and the project's children, their parents and their friends.

That entertainment is built through the various community activities, led by volunteers from among

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the residents under the over-all direction of trained professional advisers—two part-time Project Service Advisers, the Family and Home Counselor, the Manager of the Project. The festivities start with the singing of well-known and well-loved carols, the traditional songs of Christmas, by a community chorus of fifty-six voices. This music is followed by special numbers sung by school and church groups. The Girls' Dramatic Club performs a Christmas play, and the entertainment ends with a flourish of other carols performed with distinction and sheer delight by a creative rhythm band whose instruments are played by thirty-five of the younger members of the community.

Then comes what is, perhaps, (as it should be) the highest point of all for the youngsters, the distribution of gifts. Santa Claus takes his seat on a throne (for is he not king of them all for the moment?). Stacked all about him are hundreds of apples and oranges and boxes of assorted candies. In addition to Santa's largesse, personal gifts are exchanged between friends and families.

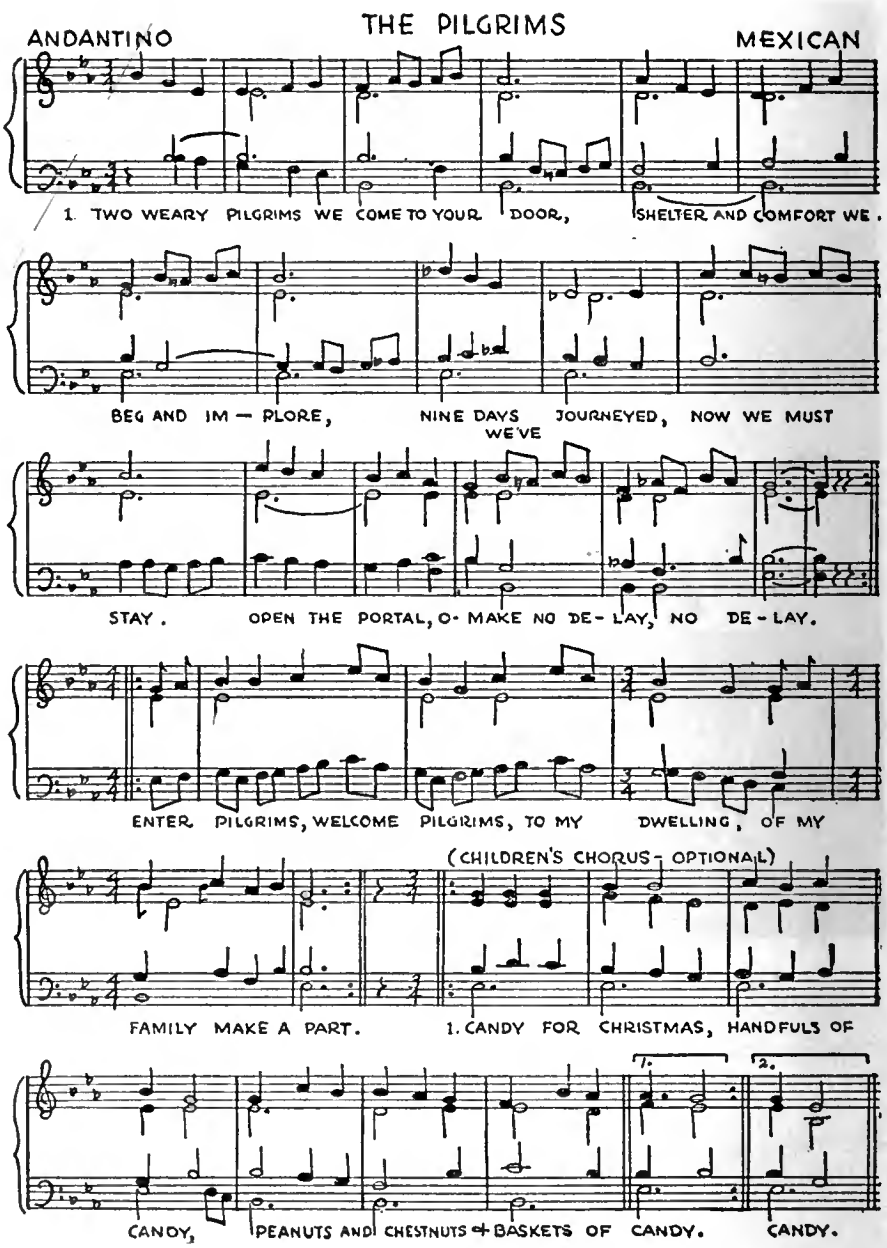
The party comes to a triumphant conclusion. The children and their parents and their friends go home—but not all of them for good and all. The next morning the auditorium doors are again thrown wide—this time in special honor of Roseland's forty-four nursery-schoolers who, rushing in, find that the good saint has left from his never-empty pack a whole set of new toys for their use in the nursery school while their mothers work during the coming year.

Planning and Financing

To these 1,200 children, the words *Christmas* and *Santa Claus* have a fuller meaning because of inter-community activity, cooperation and teamwork. Months before Christmas the Resident Council sponsors carnivals, recitals and programs to raise funds. Last year, the women of the council made Santa's suit and cap in order that the rental fee could be used more profitably. One lady takes charge of the program and the community

(Continued on page 492)

Custom of Mexico

THE CHRISTMAS search for a lodging, is re-enacted each year by Mexican people in an old, old ceremony of music and pantomime. A group of "pilgrims" come knocking at a door, seeking rest and refreshment for Mary and Joseph in commemoration of just such another search made in another land and another time. As the group nears the doorway of the house selected for the occasion they sing the story of their search in antiphonal dialogue — the pilgrims questioning, the householder answering. The words and music of the ceremony reproduced here are taken from *Folk Songs of the Four Seasons,* by Susanna Myers and Hervey Officer. Copyright, 1929, by G. Schirmer, Inc. Reprinted by permission.

THE PILGRIMS
ANDANTINO
MEXICAN
1. TWO WEARY PILGRIMS WE COME TO YOUR DOOR, SHELTER AND COMFORT WE
BEG AND IM — PLORE, NINE DAYS JOURNEYED, NOW WE MUST WE'VE
STAY. OPEN THE PORTAL, O- MAKE NO DE- LAY, NO DE - LAY.
ENTER PILGRIMS, WELCOME PILGRIMS, TO MY DWELLING, OF MY
(CHILDREN'S CHORUS - OPTIONAL)
FAMILY MAKE A PART. 1. CANDY FOR CHRISTMAS, HANDFULS OF
1. 2.
CANDY, PEANUTS AND CHESTNUTS & BASKETS OF CANDY. CANDY.

2. Ask not admission at this bolted door,
There is no room here for even one more.
Trouble me not, with cares I am pressed;
Come now, be off, and disturb not,
Disturb not our rest!

3. Nay, but my friend, you must give us your aid;
Help us, I pray you, and be not afraid.
Hope has sustained us all through the day;
Hope of your kindness has brightened,
Has brightened our way.

Refrain

Enter pilgrims, welcome pilgrims,
To my dwelling, of my family make a part.
Here is shelter, weary pilgrims,
In my dwelling, and a welcome in my heart.

Diary of a Recreation Center

Print by Gedge Harmon

From a member of the field staff of the National Recreation Association we heard of the fine work that was going on at the Munchenberger Recreation Center in St. Joseph, Missouri. We wrote the Center's director, Mrs. Marie Loveall, to ask her for more information about the place and the work. She replied by sending us parts of a diary of the Center, a diary which covered some of the activities during the past eight months. We added a "frame" to Mrs. Loveall's notations and present the whole thing here as a heart-warming "inside" story of the kind of thing that must be very familiar to many directors of many other recreation centers over the country.

IN 1936 IN ST. JOSEPH, MISSOURI, an unused warehouse and the grounds adjacent to it became a recreation center and playground for a district in the city which, till then, had had no recreation facilities of any kind. This happened because a former resident of the community was so interested by a request to use an old warehouse in which he had an interest that he not only granted the request, but bought up the interests of others in the property and deeded the whole thing to the city.

Funds were appropriated by the Council and the property was improved. Other ancient and honorable buildings were deeded to the Recreation Committee which had been functioning but a short while when the first gift was made. From the old brick, plus lumber that had been salvaged from the defunct city stadium, the warehouse was revamped and made into a modern recreation building. Furnishings and equipment were privately donated. By 1943 the Munchenberger Center was in use, although it was not finally finished until 1945.

A gymnasium with a stage, a lounge and game room, a library with a fireplace, an office and a clubroom and a children's playroom, showers and rest rooms, and an embryo kitchen provide indoor space for a varied recreation program. Outside, the playground is equipped with the usual apparatus and swings and slides (including a wading pool and a craft shop) and is floodlighted for night use. Attendance averages from a hundred and fifty to two hundred children a day.

This is the bare body of a recreation center. The spirit that informs it is best gotten at through the things that fall within the province of the director as day follows day through spring and summer and fall.

Diary

March: Opening the Center on a freezing cold, rainy day we found the wading pool full of black, sooty water, partly frozen. In the center of this pool, waist deep in water stood a little colored girl. Excitedly she called, "I'm taking a shower bath, Mrs. Loveall, you don't care, do you?"

June 25th: We called for volunteers for cleaning the premises. About forty offered their services. Pans of water and material with which to work were provided. At the end of the day the woodwork and the windows were shining, clean curtains were hanging from the rods.

June 26th: Cleaned the playground. Many more wanted to help. Dusted and rearranged the books in the library.

June 28th: Announced we were going to have a party in our clean house. But we have to wash and scrub ourselves now for the party.

June 29th: Nearly bit off more than we could chew with a short staff. We were swamped with little brothers and sisters as well as our regular attendance. Some of the members of the Board assisted in serving the ice cream and no one was missed in the process. Everyone left happy.

July 10th: Since we have given the children part of the work in keeping the place clean we have found more interest and pride. We hope the thought of cleanliness will be carried into the home.

July 16th: Have a

Print by Gedge Harmon

family of eight children whose father is dead. The eldest, seventeen, was quite upset to find his eleven-year-old brother had stolen $11 from the shoemaker. He was hunting here for him with a strap. Had a serious talk with the older brother about assuming a father's duties and lent the lad the money to pay for the theft to keep the younger brother out of the "home." Suggested the younger brother work over here washing windows to feel he was earning the debt. The eldest is to pay the debt.

July 20th: The little brother is working and feeling very proud of it in the presence of the other youngsters.

July 27th: Talked to one of our boys and got him interested in voice lessons. Helped him find a good teacher.

July 31st: An interested citizen sent quite a variety of fishing tackle to the Center as a gift for the boys. They responded with much enthusiasm and interest.

August 1st: My faith in the boy to whom I loaned the money was justified. He paid in full.

August 2nd: On opening this morning found one of my ten-year-old boys had broken his arm at his home the evening before, and since his mother had no money on hand she had done nothing. I closed the Center, took the boy (and mother) to the Welfare Board where a doctor set the arm and put it in a cast. This mother is Spanish and doesn't understand too well the things most of us know.

August 9th: Filled out applications for gasoline and canning sugar for a Spanish mother who cannot write English. . . . A citizen sent a bushel of lovely peaches for a treat. Announced a peach party for two o'clock tomorrow afternoon. . . . Doctored or administered first aid to bumps and sores acquired off the grounds and neglected. Found that one of our ten-year-old girls is in the hospital in a serious condition caused from a neglected rat bite.

August 10th: One of our boys stopped in to see us today. He had lost a limb in action and was just out of the hospital on a furlough.

August 11th: Had a nice attendance for our peach party. Have had a heavy attendance all day since it has been raining.

August 13th: Mothers have been asking about their canning sugar they are to apply for now. Checked with the Ration Board in order to give accurate information.

August 14th: One of our older teen-age girls made an appointment with me to discuss her problem which involves heartache. She works and I will remain after hours so I may see her.

August 15th: V-J Day. Everyone is so thankful the war is over.

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August 16th: Found about twenty of our teen-age boys were held by the police on suspicion for rowdyism over V-J Day, but were later released.

August 20th: Started a few eleven and twelve-year-old boys making doll beds. They understand how to go ahead alone.

August 21st: Discovered the boy with the broken arm had been allowed to go swimming and the cast, becoming wet, had dissolved. Also discovered they had no intention of taking the boy back to the doctor for a recheck of the injured arm.

August 27th: The wife of a Spanish laborer here from Mexico, who, before her marriage was one of our Spanish girls at the Center, asked me if she lost her citizenship when she entered Mexico with her husband who must return. I telephoned the Judge of the U. S. District Court who advised me to help her get a certified copy of her birth certificate from the state and said she did not lose her citizenship but would have need of proof of her citizenship to re-enter the United States. Promised the sixteen-year-old wife books on prenatal and infant care for she will be far from home and among strangers. Filled out the application and mailed request for her birth certificate.

August 28th: Sister to the girl I mentioned yesterday came to me today for advice and help. She plans to marry a Spanish laborer. Her stepfather hasn't been too kind to either of these girls. I do hope they will be happy. We telephoned Kansas City to the immigration authorities since they wanted to live here. I found he must return to Mexico since he is under contract to return. Later he may be allowed to re-enter.

August 30th: Telephoned the head of the Public Library, made arrangements to install a branch library here at the Center when the labor shortage lightens up. He will give us a donation of used books as soon as the librarians have time to check them.

September 5th: We are trying to get a pool table for our Center through the help of the Boy Scout executive. We hope to find one. We plan to get a Boy Scout and Cub Scout Troop started down here. . . . One of our sixteen-year-old boys told me he was engaged to a sixteen-year-old girl and asked my opinion as to their marriage now. Poor, misguided children, most of them outgrow the grades rather than finish school.

September 6th: Saw one of my foreign mothers and asked her to assist me (volunteer) in teaching the teen-age wives of her race cooking and sewing. She said she would help.

September 10th: Telephoned the head of the Council of Social Agencies, asking if he would help find volunteer workers. We need help so very much in order to keep open at night. The teen-agers ask every day how soon it will be.

September 11th: Over the week end the place was broken open; vandalism was committed. All that was stolen was hotel-size toilet soap. Locked building and turned detective. Found the guilty parties. One ten-year-old boy traded one hundred twenty bars of our soap for a goat. All soap recovered and report made to the probation officer who will take care of this matter.

September 14th: Attended a meeting of the All-City Recreation Committee which is entirely separate from the board for which we work. Our Center was discussed and the idea of starting a teen-town at the Center was considered. I believe we are going to get some active cooperation from this group. I appreciate the head of the Council of Social Agencies inviting me to attend for I can go to work feeling others are ready to assist besides the Board who have done so much alone.

September 24th: Open nights now with volunteer help with a good attendance. Our staff since June 15, 1945 has consisted of myself and the janitor.

October 6th: Held open house. The main attraction was an exhibit of art work created by our boys and girls. School art teachers were the judges. We had a dance, too, later in the evening after the prizes had been awarded.

October 27th: The Halloween party was a grand success this year. Between 350 and 400 people came. The Mayor was host and he provided refreshments—ice cream and cake—for everybody! There was a "fortune teller" and games and a ghost walk.

We have our pool table—at last! And we have finished redecorating the library.

Footnote by the Diarist

The Center has been serving the adults, foreign and American, with their problems that arise in family life. We hope to teach the foreign-born citizenship, reading, writing, and other things they want to learn and to teach sewing to any mothers or girls who want it. All this will be possible with an increased staff of paid workers or with volunteer help. Community singing is to be part of the winter program.

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A Community Theater Serves the Service

By M. C. THILTGEN
Superintendent of Recreation
Palo Alto, California

THE PALO ALTO Community theater became aware of an obligation and an opportunity when a near-by Naval Air Base was expanded and an Army Post was established just outside the city. These things happened when the United States first began to broaden its military base, so that it was long before Pearl Harbor that the Theater started first to serve some of the recreational needs of the military personnel.

At that time the Community Theater, a division of the Community Center and Recreation Department, began its program of entertainment for the servicemen — a program which carried on without a break through the war years and is now continuing as a service to the patients of the newest neighboring military installation, Dibble General Hospital.

A great many good things seem to be coming out of Palo Alto, California's Recreation Department. In the August issue of RECREATION we gave you the story of the filming of *Titian.* The October issue carried the description of the Department's over-all setup. Now we have asked Mr. Thiltgen to write an article about the adult theater's work with servicemen both during and after the war years. For, indeed, the need for this work, especially where there are hospitals for men and women wounded in body and spirit, is not less but more now that hostilities have ceased.

In those early days servicemen had considerable free time and the theater's first effort was in the form of special performances of its regular productions to which the men were invited. The response was immediate and enthusiastic, and this gave further impetus to the idea and brought about an elaboration of the plan. The men were invited to participate in the shows. Again an enthusiastic and eager response was the result and many of the soldiers and sailors came to the theater night after night, when their service duties were completed. They did everything from building and painting stage sets and taking publicity pictures to playing roles. It seemed to be the link which kept them from being completely divorced from civilian life, for in these activities they mingled with civilians doing the same work.

When war actually came many restrictions and increased duties almost completely eliminated the participation aspect of the program, and it also became increasingly difficult for the men to attend the special performances, although many came on the nights of the regular public performances to which they were admitted free of charge. The theater administration took stock of the situation and again revamped its approach. This time the entire show was transported to the men at their posts and the area served was greatly increased since the shows were taken to camps and posts fifty and sixty miles away. This did not always prove as simple as it sounds, for aside from the transportation difficulties, which in some cases were solved by the Red Cross Motor Corps or the provision of army trucks, it was found that many of the camps had no facilities whatever for the presentation of full-length plays. A few of the posts had a recreation hall, although some didn't even have this facility, but practically none had an adequate stage, lighting equipment or accommodations for scenery.

By this time the Community Players had come to the conclusion that no difficulty was insurmountable and so they contrived to provide the camps they were serving not only with entertainment but also with the facilities to produce it. Being a branch of the city government the Players were unable to use either money or the equipment of the department for these semi-permanent installations so they established a "Camp Show Fund" and invited contributions. No pressure was used. A keg was placed in the lobby of the theater and a note was inserted on the programs and in *The Prompter,* the theater's monthly publication. The results were most encouraging. Materials were purchased, volunteer workers were recruited and, with the assistance of work details provided by the military authorities, stages were built, sloping floors installed, curtains and drapes were hung and in some cases entire buildings were constructed. Essential lighting equipment was purchased and installed and certain portable pieces of apparatus, such as dimmer banks, were constructed and moved from place to place as the shows traveled about. Even then it was often

(Continued on page 500)

Make Believe Land

"CHILDREN'S THEATER" is a phrase that has an annoying way of meaning different things to different people. One person may think of such an organization as meaning theater, either professional or non-professional, *for* children with adult casts and adult crews producing plays for a child audience. Another may insist that a children's theater is a place where children, under an adult director, act the parts, build the sets, set up the lights and pull the curtains. At the St. Louis, Missouri, Community Playhouse children's theater means a balance between the two extremes.

The Children's Playhouse of St. Louis was organized in 1944 under the sponsorship of the Community Playhouse which, beginning as the Little Theater of St. Louis, has been providing drama for the community's grown ups for nearly twenty years. A year ago this group decided that the time had come to extend their activities to youngsters and so offered its facilities for a children's theater.

For its first season, the new playhouse within the old scheduled three productions guaranteed to win the heart of any child. They were *Cinderella*, *Sleeping Beauty*, and *Rumpelstiltskin*. Each of the plays was cast with children in the rôles of children but with adults playing the parts of adults. Participation in the theater is open to any youngster between the ages of ten and eighteen on a competitive basis, and in order to give as many of them as possible a chance to act, every play is cast

(Continued on page 498)

Youngsters take responsibility back stage in many children's theaters

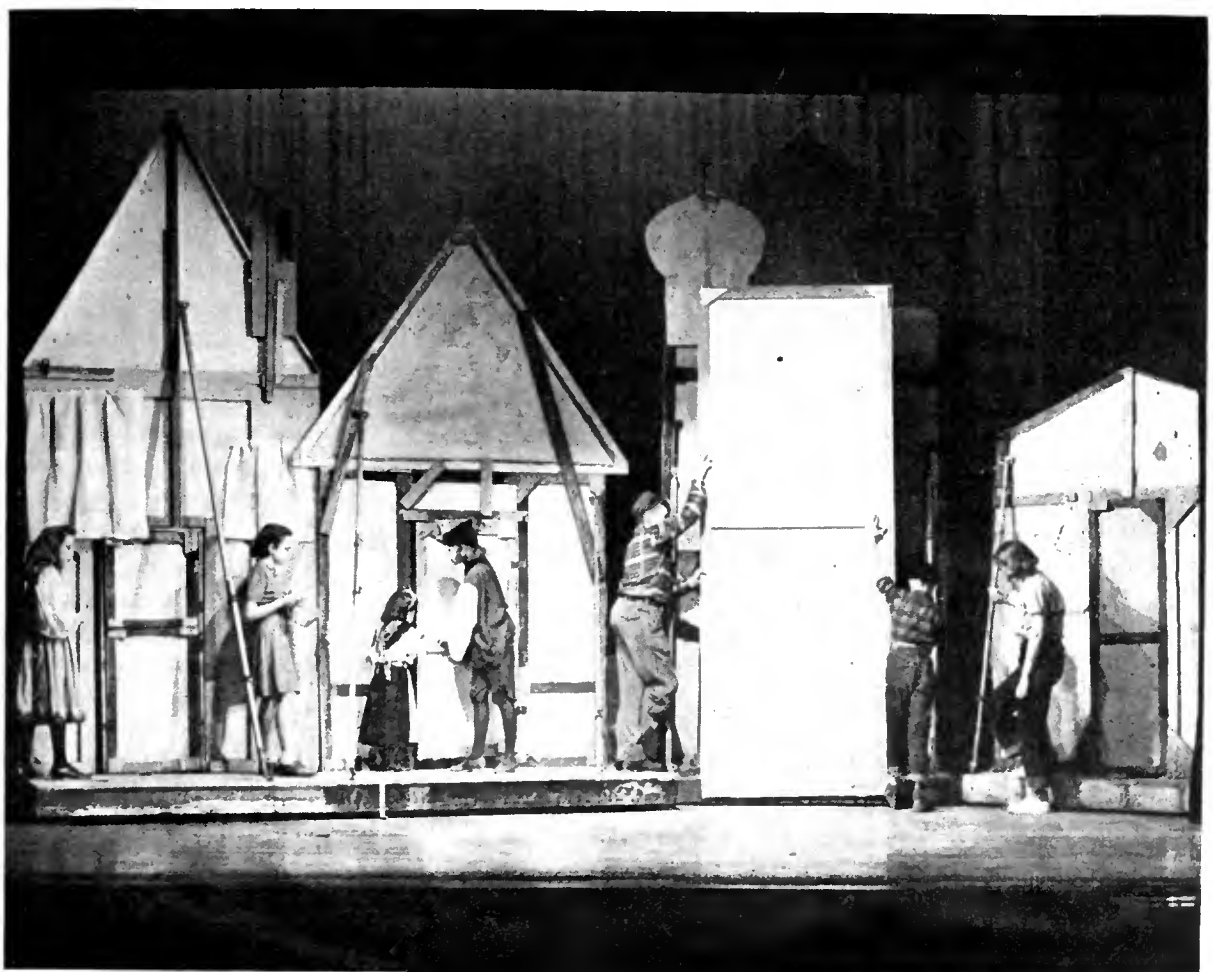

Photo by Anita Fowler *Courtesy Recreation Commission, Palo Alto, Calif.*

Spit and Argue Club

By DR. FRANK HARNETT
Assistant Director of Municipal Recreation
Long Beach, California

A VISITOR STROLLED down Pine Avenue in Long Beach, California, toward the Rainbow Pier, a favorite central beach attraction for thousands of tourists and residents. Through the sounds of traffic and the calls of throngs along the surf he became conscious of one voice above the others, unmistakably raised in harangue. Coming closer he spied the speaker standing on a rostrum at the end of a spacious platform which was crowded with attentive men and, here and there, an equally interested woman.

The curious visitor approached a policeman and questioned him concerning the gathering of apparently serious folk right in the midst of scenes of colorfully garbed bathers, striped umbrellas, and screamingly happy youngsters. The policeman laughed.

"Oh, that," he said, "that's the Spit and Argue Club. Better listen awhile. You'll get the answers to just about every problem under the sun—especially about politics and religion."

Going to the railing surrounding the area the visitor read this sign: "University by the Sea—Public Speaking, Dancing, Singing, Arguing, and Visiting."

Further inquiry brought the visitor to the offices of the Long Beach Recreation Commission where he learned many facts about the origin and operation of this open-air forum.

Criticized by some and praised by others, this conversation center seems to be the best answer so far devised to a problem recognized in many communities. Probably many cities have experienced inconvenience from the tendency of the garrulously sociable with time on their hands to gather in public places to, as the policeman put it, settle every problem under the sun. Such gatherings are, perhaps, the modern counterpart of the council fire or the survival and extension of the old-time group about the stove in the village store.

The problem in Long Beach was that people bent on ordinary business sometimes found sidewalks blocked by animated groups of arguers. Under such conditions the matter became a police problem, but the police settlement was far from a satisfactory one. The first phase of a better solution was to designate an area like London's Hyde Park, and to provide facilities where such groups could meet, separate from the public thoroughfares and yet close to the center of things. The second phase of planning was to provide counsel and organizational assistance. Here was a type of service that, in Long Beach, belonged clearly to the Recreation Commission.

A platform was built adjoining the Rainbow Pier and this was divided into sections to accommodate four principal groups—four because it was found right at the start that people wanted to do more than just argue. So the project expanded to include a forum area with a rostrum, a community singing area, an informal talking and visiting area, and a dance area equipped with a juke box for old-time square dances.

A President and a Board of Regents were elected and a set of governing rules was adopted. This democratic process has, thus far, been highly successful. It is interesting and satisfying to note that in the highly emotional situation resulting from wartime no serious trouble or disturbance has occurred. Some minor difficulties were encountered but these were quickly controlled by the group's own authorities. Among the rules adopted for the "Spit and Argue Club" were the following:

"A chairman shall be appointed for the speakers by the committee members of the public discussion group. If there are no committee members present a chairman shall be elected by the whole group."

"Speakers are entitled to ten minutes with an additional five minutes if the audience desires it. But, in this case, the names of the speakers are placed on the chairman's waiting list."

"No speaker may succeed himself while others are waiting to speak."

"If a formal debate is arranged, the participants have

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Socrates would be right in his element at the "University by the Sea," according to Dr. Frank Harnett. Under the banner of the Long Beach Recreation Commission, an open air forum, called by many of its devotees the "Spit and Argue Club," deals with problems of time and eternity in an atmosphere sometimes scornful, but never violent.

The Do-Something Club

By RUTH V. WEIERHEISER
Assistant Curator of Education in Charge of Junior Activities
Buffalo Museum of Science

"HEY, MISSUS, what's the Do-Something Club like?" The small face is full of attention and inquiry. He has heard about our club and wants to know more. The attendant at the Museum main desk is "all set" with the answer: "Would you like to catch insects with a net, or gather leaves and press them? How would you like to do some real sketching out-of-doors, or paint with your fingers in our craftshop on a rainy morning? In the Do-Something Club we really work with our hands and make all sorts of objects that have to do with Indians or nature. You should have seen the bluebird houses some of the boys and girls made last summer. This year we begin June 25, and the fee for the entire six weeks is only one dollar for materials."

That "gets them!" "Say, missus, will you save me a place? I'd like to bring my little brother. Can he come? He's nine years old."

Now the sad part of the story begins. Because of the demand for this activity and the shortage of teachers, only children from ten to fifteen years of age are allowed to register. Younger boys and girls have to wait, but occasionally little brothers and sisters are invited to come for a special program of motion pictures, or an out-of-door session such as a pow-wow or cook-out.

The Do-Something Club began in 1940 at the Buffalo Museum of Science as a distinct summer program. Meetings are held mornings only from Mondays through Fridays. The boys and girls make objects, see and hear a great deal. There are no tests, no reviews, no final marks, no awards except for perfect attendance, and no studying—just doing things and having fun at the same time.

The average registrations have run around seventy-five children, the average daily attendance between forty and fifty-five. Members have been known to postpone personal medical operations and their parents' vacations until after the close of Do-Something Club the first week in August.

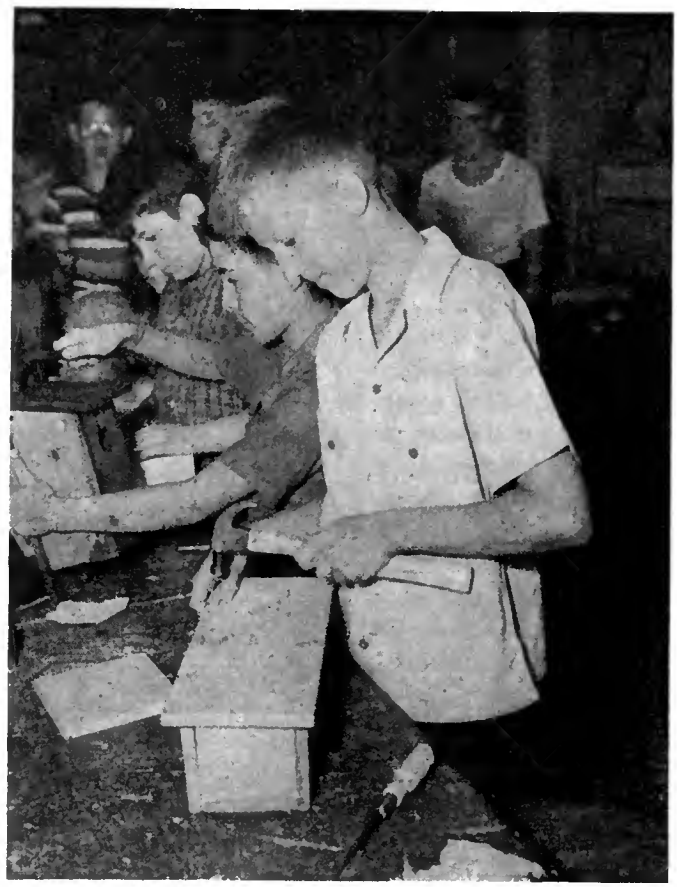
What is it, you wonder, that gives such alluring qualities to a summer program for young people. First, perhaps, is the fact we give the participants many activities our grade schools never manage to cover, such as nature study, handcraft, team work, making objects in the third dimension, free use of colorful materials, and a flexible program subject to change due to weather conditions or other environmental influences.

A brilliant educator once said, "Learn to do by doing." Nowhere is this truth more evident than in young people who have been taught to work with their hands. It is upon this theory that much of the teaching of young people at the Museum is based. Perhaps some adults feel that craft guilds belong to medieval times and that it is beneath

Clay animals are always fun

them to use their hands, but in this they have made a serious mistake. Many functional disorders of the body can be traced to lack of working with our hands; this is why occupational therapy has made such strides.

Besides the attraction of really making things in Do - Something Club, we offer a varied program that is not only changed from week to week within the one season, but also from summer to summer. This was necessary because we have a nucleus of boys and girls who have attended five consecutive summers. A few of these, of course, have become assistants now. We are glad for their help as our teaching staff has been cut due to lack of municipal funds.



Home for a bluebird

Each year the six different weeks of activities are named, and projects for those particular weeks are slanted to coincide with the weekly titles. We often open with Flower and Tree Week usually followed by Animal or possibly Insect Week. There have always been weeks dedicated to the Chinese or the Mexicans and also the American Indians; the final week is Potpourri or Round-up Week. This last week is devoted to the finishing of all projects, the preparation of a final program, and the planning and installation of the exhibit. The last day is the program, exhibit, and "tea." To this parents and friends are invited. A fruit punch or birch beer plus cookies or potato chips form the refreshments.

As a variation for the summer of 1945, the overall theme is pioneering in America, and the weeks are to be named as follows:

June 25—The Farm (North Eastern States)
July 2—The Stockade (Iroquois Indians)
July 9—The Homestead (Midwestern States)
July 16—The Plantation (Southern States)
July 23—The Ranch (Southwest Indians included)
July 30—The County Fair

Within a single week the following procedure worked out very well. Each Monday all of the children gathered in one large room where a couple of motion picture reels introducing that week's topic were shown. After the picture each teacher explained the project that she had planned to teach that week, showing one or two finished articles as samples. Then all the members present were handed slips of paper on which they wrote their names and checked their first, second, and third choices of activities they wanted to do that week. Early Tuesday mornings the lists were posted where everyone could read for themselves. The children were arranged into three or possibly four groups (each to meet in a separate room) ready for the new projects. We try to limit the groups to twenty. If thirty checked "Mexican bowls" on their slips, ten of these would be given their second or even third choices. A brand new child would naturally have some priority over a youngster who has the Do-Something Club habit and might therefore be classified as a "veteran."

Here is a list of a dozen or so projects that we have found popular and yet not too complicated:

1. Weaving in some form. Sometimes it is the weaving of Indian baskets from wet cat-tails that have first been dried, or the weaving of Ojibway belts with wool and cotton. Lucky loopers are also popular.
2. Cutting patterns and sewing soft stuffed ani-

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Play Center for Youngstown Children

By HELEN BUZARD
Principal, Butler School
Youngstown, Ohio

THE JOSEPH G. BUTLER SCHOOL in Youngstown, Ohio, was the scene of an experimental Play Center in the summer of 1945. The Center was set up on a two weeks basis for adults and children in an effort to demonstrate what could be done with teaching a variety of subjects with a maximum amount of freedom. If enthusiasm and delight in the program be taken as criteria, the experiment was a huge success. Witness one youngster's proposal for extending the session. "Gee! only four more days. Why we've only started. Why doesn't someone call the Superintendent (of Public Schools) and tell him about it? It ought to go on for anyhow five years!"

The experiment met and passed triumphantly many other tests in its two weeks. It met the test of public support, for by the end of the first week the enrollment had doubled. It provided trained leadership. Seventeen school teachers—men and women who had just completed their normal year's work and who might have been expected to make a dash for seashore or mountains, or at least to the comfort and comparative solitude of their own side porches—these men and women volunteered their time and their talents and their energies to "make a go" of the Play Center.

Accomplishments

Perhaps the highest test of all was met by the very real accomplishments chalked up by the participants themselves. There were four age groups for people who came to the Center—four to six, seven to ten, eleven and older, adults. Each person in each group chose the kind of things he wanted to do. The list of choices was wide: creative dance, music, storytelling, choral speaking, games, sprays, woodwork, sewing, painting, handcrafts, creative writing, puppetry. Small wonder that some people had, at first, a little difficulty in making their selections. But once the choice was made, nobody lost any time in getting down to cases and working with enthusiasm.

The volunteer leaders had one main, guiding principal. They would start in each group at the level of the present interest and the present development of its members and go forward from there to leave the group at a higher level of interest and development. This was not always easy to do because many of the leaders were working with age groups to which they were unaccustomed and often with unfamiliar subject matter. But, somehow or other, all obstacles faded into insignificance before determination and ingenuity and cooperation.

For instance take the realm of creative dance. The youngsters in the dance group were expert at jive and jitterbug. But their experience of "The Dance" was bounded on the north, south, east, and west by just those two "forms." By the end of a week the group had progressed to a point where they were working on symphonic ballet—and what's more they were liking it! It goes without saying that their ability to appreciate the deeper significance of dance as a leisure time activity had taken a large leap ahead. It goes without saying, too, that in this as in other phases of the program, the Center was attempting to open new avenues of recreation to its participants rather than to make accomplished performers out of them.

Another example of the success of the process comes from the creative writing group. These youngsters chose their subjects from every day life and produced such comments upon it as this:

RAIN

A sharp spatter of rain on the glass
Thunder rumbles the door
Lightning darts through the grass
It must be summer once more.

Surprises

There had been no plan to teach "regular" academic subjects. This, after all was summer and a time for play. But at the end of the first week youngsters were asking for instruction in spelling and arithmetic and writing—and getting it! They had become aware of their own deficiencies in those lines. They had realized—what almost any teacher would give much to be able to teach—that writing and spelling and arithmetic did not exist in a vacuum especially designed for the torment of boys and girls but, on the contrary, those "subjects" were a necessary part and parcel of the things the boys and girls had deliberately chosen for them-

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Full Lives for the Aged

By F. R. ALDERSTEIN
Director of Public Relations
Welfare Council of New York City

GREAT CITIES are known for their bustling, breathless atmosphere and for the traditional anonymity of the people who live in them. No city in the world has these characteristics in greater degree than New York, and no group of people in New York City is less able to cope with them than the elderly. New York has some half million men and women who are sixty-five years old or more. Many of them—and in some neighborhoods, most of them—live alone and look it. In furnished rooms or small apartments old people spin out their years in loneliness, feeding on nostalgia instead of hope, on memories instead of activity.

The grants allowed by Old Age Assistance or by other forms of public relief to unemployed old people cover food, shelter and clothing. They can rarely be stretched to include even so simple a luxury as an occasional movie or concert. Yet old people need and respond to recreation as much as do the young. In fact, recreation has an even greater psychological significance to an old man who must otherwise spend his days in idleness than to a young person much of whose time is preoccupied with earning a living.

In "Old Age in New York City," published in 1943 by the Welfare Council, Helen Hardy Brunot reports a telling incident. A librarian had referred seventy-year-old Mr. M. to a social agency because she noticed he needed glasses. When the social agency worker talked with Mr. M. he told her that, although he could not see to read, he spent a part of every day in the library because it was a place to sit "and be with people."

Only in recent years have we realized what a mistake it is to allow the older people in our midst to slip away from the main stream of community life. For the aged need not be only on the receiving end; they can make their contribution, too, if only we open wide the doors of our community facilities to welcome them.

In New York City, the Yorkville Civic Council has taken the leadership in coaxing elderly people out of their barren rooms into the sunlight of community life. The Yorkville Council, one of the twelve regional affiliates of the Welfare Council of New York City, is a federation of social, health and recreational agencies serving an area of eastern Manhattan which has an unusually large number of old people living in tenements and old-fashioned brownstone houses. With the decision to launch its program of recreation for the aged by holding two Sunday afternoon tea parties in local settlement houses, the Yorkville Council drew for its invitation list on the rosters of the City Department of Welfare and other local agencies.

Two local neighborhood houses offered their facilities. The invitation list was split, and half the list was invited to the first party, the other half to the second. Each of the settlements had previously agreed to begin special recreation programs for old people if sufficient interest was expressed. Sunday afternoon, March 11, saw busy preparations going on. A motion picture screen was set up in the auditorium, chairs were placed before it, and the room was ringed with a series of tables each laid with plates and cups and saucers, dishes of candy and flowers. Members of the Yorkville Council's Committee on Recreation for Older People, which was in charge of the project, served as hostesses and ushered into the room a steady stream of men and women who looked uncertain but eager. One elderly lady asked as she entered: "Who invited me here? I've lived in New York for forty years, and this is the first time I've ever been invited to anything like this."

The party was a huge success. Two hundred guests came early and stayed late, listened appreciatively as a talented member of the settlement staff sang "Smoke Gets In Your Eyes," sang out lustily themselves when someone suggested "Daisy" as a song they all knew and could sing together, drank tea and coffee and ate cake, applauded the showing of three movie shorts, and had a good time gener-

There is, perhaps, no phase of recreation more in need of emphasis than recreation for the very old who are, too often, at the same time the very lonely. This is the fourth in a series of articles discussing this problem which have appeared in recent issues of RECREATION. We should like very much to hear from other recreation leaders who have found a way to attack this problem in their communities whether large or small.

ally. Most of all, they gained a new sense of companionship, for as one old gentleman said: "I had no idea there were so many of us old folks in Yorkville. It kinda makes me feel better." Their happiness showed on their faces. One observer commented: "I've never seen people leave anywhere with such shining eyes."

When the director of Lenox Hill House spoke informally and invited the guests to make use of the House's sewing, reading, carpentry, and music facilities, the response was shy. The old people had not been exposed long enough to the community spirit to understand what it could mean to them. But the idea grew, and before many weeks had passed, it caught on.

The second party, held two weeks later, was a duplicate of the first. Then Hunter College, which is located in the Yorkville area, decided to play host to the neighborhood's old folks. Working through the Yorkville Council, the Hunter College group invited those who had come to the other parties to spend an afternoon in the college auditorium. It rained heavily that day, but more than 100 guests showed up and were entertained by a playlet, by a dance exhibition put on by a children's group, and by chatting with one another over the refreshments.

Since the parties, some of the old people have become regular attendants at the lectures, classes and social events held by the settlement houses. Nine or ten elderly women attend a morning sewing class where they sew and chat. One brought a dress she had started five years ago and was unable to finish without help. Her new friends welcomed the opportunity to pin and to baste.

An even more thrilling experience for this group took place when a young mother living in the neighborhood came into the settlement house to see if she could get help. She could not sew and was in great need of clothing. The group helped to make a suitable wardrobe for her, and took great pride and pleasure in their accomplishment. They sew not only for themselves but for the Red Cross and for local hospitals. Those who are able and would like to earn extra money by sewing have been directed to an organization which makes hospital garments through home workers. There is even a plan afoot to start a professional clothes clinic, thus building up a small business which will not only keep the old ladies happily occupied but will also be a small source of income to them.

For some reason, the men are more reluctant than the women to accept special programs, and have not yet indicated interest in any particular activity which might be started specifically for them. However, the chairman of the Council's Committee on Recreation for Older People, says: "We hope to find eventually a type of program which will interest the men. They always come

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"... feeding on nostalgia instead of hope"

Combine and Conquer

By OSWALD D. GATES
Director
Physical Education and Athletics
Pacific University and Community Recreation
Forest Grove, Oregon

THE CITY OF FOREST Grove, Oregon, began its year-round community recreation program September 1, 1944, as a joint venture between the community and Pacific University. The community had an appropriation for recreation but it needed someone to organize and promote the program. At the same time, the University needed a head for its Physical Education Department. A plan was worked out whereby one man trained in the fields of recreation and physical education could fill both needs.

The small war-time enrollment at the University in 1944 provided a fine opportunity for the University to lend the community its facilities for an activity program. The gymnasium was placed at the disposal of the community every night of the week for playing and seeing basketball games, badminton contests, handball matches, and volley ball tournaments. The women of the community used the gymnasium for their weekly body conditioning class.

Forest Grove's population is estimated at only about 2,000 people, but cooperation between Pacific University and agencies of the community has resulted in a recreation program in which the citizens take justifiable pride.

Three classes in the physical education department of the University have contributed directly to the community and received valuable experience from their participation. A class in low-organized and singing games held for the grade school PTA resulted in one of the largest PTA turnouts of the year. One night a week was devoted to community recreation — square dancing, circle dancing, and pattern dancing — in sessions open to both university students and the community. This was held in the gymnasium on the campus and was very well attended. An interest in tumbling developed in the community recreation periods, and practice teachers from the University made good use of the tumbling and calisthenics they learned in their classes at the University by including these activities in their high school teaching periods.

The children have been instructed in the gymnasium in tumbling and have given several exhibitions at community functions. Under the direction of a senior student at the University, performances were put on at a PTA gathering, and for a Chamber of Commerce meeting. A girls' tumbling team of the University was billed at the annual community Infantile Paralysis show held in the high school auditorium. This group gave several other performances at granges and community clubs. Saturday mornings and afternoons the gym was turned over completely to activities for the children including sports of all kinds as well as low-organized games for the smaller children.

In order that youngsters of high school age could learn to dance, a dancing class was organized with fifty-two high school couples. The Recreation Department received many fine compliments on this project and it is grateful to the University faculty members who made it possible.

McCormick Hall has been used on various occasions for civic group meetings. The dining room and chemistry building have been available for the community Chess Club, the University Chapel for community forums and lectures and various musicals.

For its summer recreation program, the city may call on the University for certain facilities. They may ask to use the stadium with its lights for softball leagues, for men, women, and boys; or perhaps a certain area of the campus for playground space; or the use of the gymnasium during rainy weather. At any rate Pacific University undoubtedly will be asked to play its part in some phase of this summer project. At least one University student will be employed on a full-time basis for the summer to assist in carrying out the recreation program. During the winter, five students assisted in Saturday activity programs for the boys and girls of grade school and high school ages. Planning and conducting low-organized games, teaching sports and the techniques of tumbling, officiating at athletic contests and supervising free play have been their tasks. They have

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Convalescing Can Be Fun

TO THE AVERAGE MAN in good health, recreation means relaxation, but to wounded men in an Army hospital, recreation is a definite part of the medical treatment, prescribed by the doctor, and necessary for full recovery.

At Madigan Convalescent Hospital, a part of Madigan Hospital Center at Fort Lewis, Washington, patients from overseas have medically planned recreation activities. To the medical officers it is classed as "treatment"—to the patient it is just "fun." But fun or treatment, baseball, football, volley ball and other active sports have definite therapeutic value—rebuild weakened muscles, strengthen broken bones, relieve nervous tension.

Painting in the art department, or molding, the ceramics shop also appeals to the hobbyist, but the use of injured hands, the expression of pent-up emotions, the craving for something tangible to "get their hands into" make this form of recreation of definite medical value.

The Pacific Northwest, where Madigan is located, makes possible a wide range of diversional recreation. Classed as "Educational Reconditioning," by the Army, horseback riding through pine-covered forest, fishing in American Lake's fresh water or Puget Sound's salt water or touring the scenic wonders of near-by Mt. Rainier, "educates" the men in a very practical and entertaining way. Swimming, golf and other sports are called "Physical Reconditioning," but they're just as much fun as if the men had to pay for the facilities.

Technically, arts, ceramics, machine shop, auto repairs, and other "Prevocational Training" courses are designed to assist the patient in choosing his future civilian occupation, but actually the courses are conducted in a diversional manner, with side trips to local industries, supplemented with picnics in the middle of field trips, and sport exhibitions in connection with the physical reconditioning. Classes are informal, and are selected by the men themselves.

One of the recreational-vocational courses

For recreation and "prevocational training" — a scientific farm

Photo by U. S. Army Signal Corps

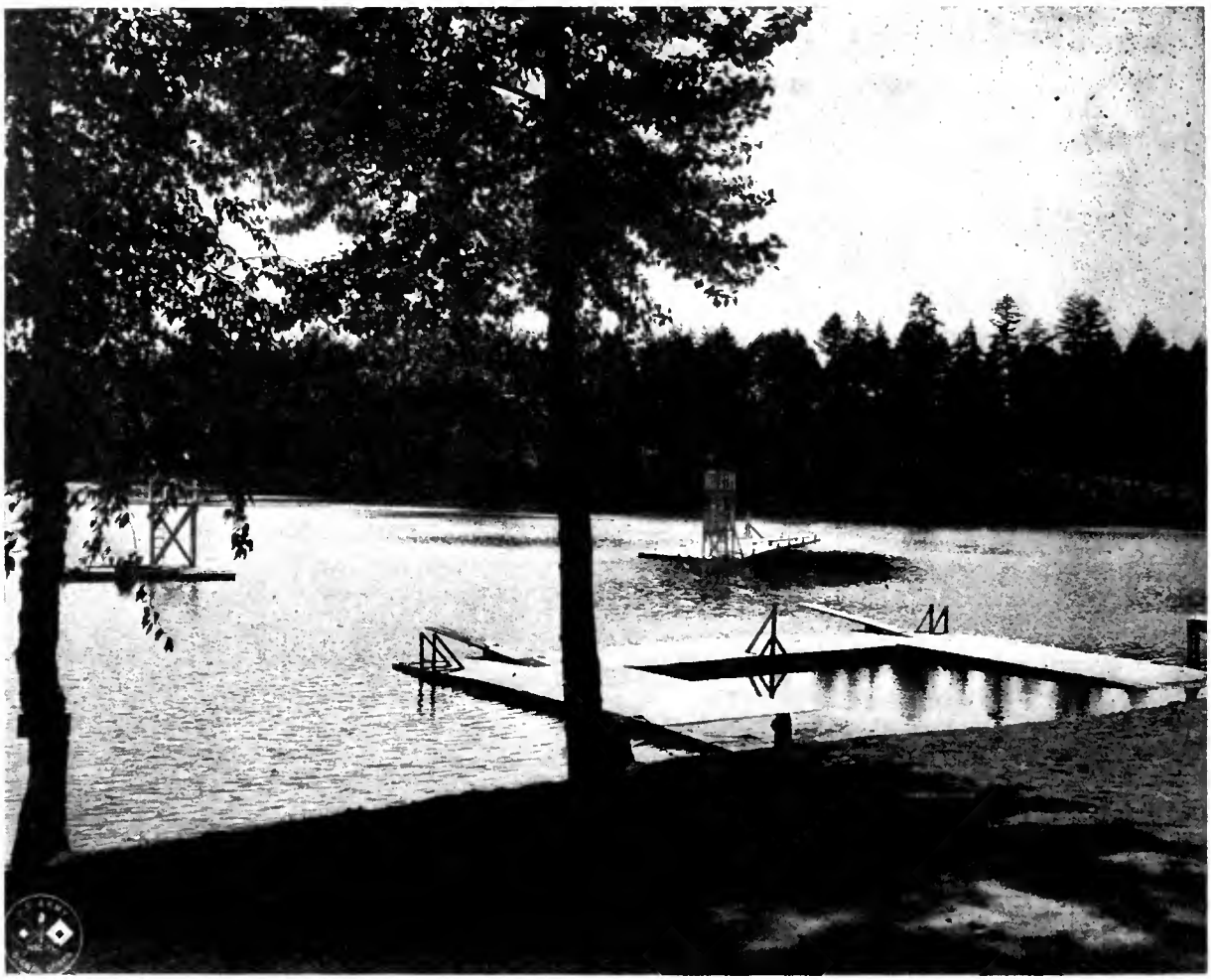

Photo by U. S. Army Signal Corps

A private swimming beach for convalescents

offered is a complete model railroad which provides a hobby for all interested patients, and also occupational therapy for men with injured hands and arms. The patients, using minute tools, built the sets, now maintain and run the complex miniature system which is complete down to the last tie.

To centralize the sports-physical reconditioning program, a new gymnasium and swimming pool have been completed. Accent, however, is directed towards outdoor sports and activities, and the huge athletic field includes two football fields, six softball and baseball diamonds, eight tennis courts, volley ball courts, two basketball courts, six handball courts, and facilities for archery, shuffleboard, and horseshoes, all outdoors in the mild Washington weather, which averages fifty degrees all year round. Once a month a sports week is held in which the patient companies compete against one another. Men with injured legs turn in surprisingly good times for running events and a large crowd turns out each time the meet is held.

Former All-American football and basketball players, trained reconditioning specialists, high school and college coaches are among those who instruct the men and supervise all athletic work. Every instructor or teacher in the hospital was especially picked for his knowledge of and ability at his certain specialty.

A huge 112 acre farm has become a favorite pastime for the patients. Complete with animals and machinery, the men have built the farm buildings, tilled the land and

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We heard of the broad and interesting recreation program being used at Madigan Hospital Center, Fort Lewis, Washington, as an aid to getting wounded servicemen well again. We asked for the story of that program for RECREATION. The article we received in response to that request is printed here as another in the series of reports on recreational therapy in war hospitals.

A Neighborhood Fair

By MARCIA LEE

The February 1945 issue of RECREATION carried a note about "Hi, Neighbor," the 1945 project of the Camp Fire Girls, designed to create better understanding between the girls of America and neighbors of other racial origins who may be living in their neighborhoods.

In "The Neighborhood Fair," published in the February issue of *The Camp Fire Girl*, Marcia Lee offers suggestions for practical application of the theme. Recreation workers who may be planning playground or neighborhood fairs will find helpful suggestions in Miss Lee's article.

WHAT is a Neighborhood Fair?

(1) An event where neighbor gets acquainted with neighbor.

(2) An event where neighbors are introduced to neighborhood treasures.

(3) An event at which neighbors get better acquainted with neighborhood facts and figures.

The first of these fine purposes is to be accomplished by "data tags" and games, the second and third by a quiz contestant to be bundled up and sent to "Our Town Fair," the city-wide event.

Exhibits

Neighborhood World Treasures Booth. The treasures will be old, valued, historic treasures—not the souvenirs collected on the trip to Italy just before the war, but the kind that have been in families for generations, that have come from the old country, or, the things that are treasured because they are relics from the early years of this country's or your own town's existence (the gun that protected great grandmother in covered wagon days; the gavel that great grandfather pounded as first city magistrate; the watch that was bought at the opening of the town's first jewelry store; the bird print presented to great grandfather by John J. Audubon; the delft tile; the Dutch copper kettle; the piece of Quimper pottery; the Swiss music box; the Della Robbia plaque; the Brittany head dress) . . .

Almost every home in town shelters some treasure of this type, which your girls may already have discovered through their "Treasure Treks." When they have made a selection of the possibilities, the girls can ask the owners to do them the honor of bringing their treasures to exhibit at their carefully managed fair.

If treasures aren't readily unearthed by the girls' alert treasure clues, publicity will bring them in—posters and announcements in trade papers and store advertising sheets, for example.

Dolls of All Nations Booth. Dolls are popular with both old and young, and it will be surprising how many lovely dolls in authentic foreign dress can be found in one neighborhood—and the doll booth will serve to remind one and all of our world neighbors that tomorrow's air age will bring so close.

An appropriate and interesting background for this booth might be a large outline map of the world, the guests to place colored thumb tacks within the outline of the country or state from which each of their grandparents came. By the time all have visited the booth, the map ought to be an effective illustration of the neighborhood's "world heritage."

Servicemen's Souvenirs from World Neighbors' Booth. Souvenirs from servicemen are accumulating in many homes, and the owners would be proud and pleased to have them exhibited. These will not include souvenirs of battle, but only such souvenirs as illustrate the customs and crafts of the particular country.

A feature attraction of this booth could be a *display of letters from neighborhood men and women in the services describing the changes and improvements they would like to see in the town and neighborhood when they return home.* These letters will come in response to the girls' letters to fathers, brothers, sisters and friends in the service explaining their *"Hi, Neighbor!"* project and asking for the servicemen's "neighborhood improvement" suggestions. The ideas for improvements might be posted on a big chart with columns opposite each suggestion in which the guests could mark their own vote, "Yes" or "No."

Neighborhood Hall of Fame Booth. This will be a picture gallery (with accompanying newspaper articles or other identification of the neighborhood men and women, living or dead, who have achieved national prominence in science, statesmanship, the arts, or in sports).

Refreshment Booth. Refreshments can carry out the town heritage theme, selling cakes, candies, cookies and drinks made from foreign recipes that have been garnered about the neighborhood. The girls might collect these recipes and make up the goodies themselves, or the persons or shops famous for some specialty might want to furnish "penny" samples.

The Quiz Contest

A big drawing card to gather in the crowds will be the promise of a quiz—the winner to represent the neighborhood at the city-wide fair.

This *"Hi, Neighbor!"* Quiz will be based on facts and figures every good neighbor should know, questions to be made up by an "outside" committee —perhaps a committee of teachers selected by the girls.

The questions could cover such facts as these: location and names of churches, schools, parks, museums, industries, housing developments, transit systems, town landmarks, shops, stores, recreation halls, names of church pastors, school principals, teachers, district representatives in the City Council, names of famous people from the neighborhood.

Your committee will think of many other kinds of questions. If the neighborhood is a small one, it would be safe to ask such questions as "what kind of trees line such and such a street; are the houses on Blank Street made of wood, stone, or brick," and so on.

Let the contestants draw slips of paper from a box to form teams, ten to each side. All those drawing the ten slips marked No. 1 will be on Team No. 1, and those drawing slips marked No. 2 will make up Team No. 2.

There should be an official scorekeeper to chalk up individual scores. Each correct answer scores ten points. When a contestant makes an error the question goes to the first person who has her hand up on the *opposite* team. This method will give the well-informed a chance to roll up their individual scores. It is important, too, that the questions are carefully worded to allow only one correct answer.

A skilled master of ceremonies is very necessary. Is there a radio announcer in the neighborhood, the president of a men's club, or is one of the Camp Fire fathers especially gifted as an emcee?

The high scoring contestant wins the *"Hi, Neighbor!"* crown and will represent the neighborhood at the Town Fair.

Get Acquainted Game

To help neighbor get acquainted with neighbor, the girls might make up *"Hi, Neighbor!"* data tags with space for the guests to write name, address, occupation, hobby, favorite sport, how long they've lived in the neighborhood, and where they were born. These are to be pinned on and worn throughout the evening. The data tags ought to spark many a conversation as the guests mill around the exhibits.

Before the big quiz have a *"Neighborhood Map"* relay, lining up two, three or four teams, depending on the size of the crowd. After the teams are divided off, allow a few minutes for teammates to scrutinize each others' data tags!

On the wall, opposite each team, tack a silhouette map of the neighborhood, with the streets drawn in and squares made to represent public buildings, schools, churches, and other town landmarks. Each street and building will have a number rather than a name.

Every member of each team is to fill in the name of the street or building that bears the number which corresponds to his position in line. Thus, player No. 1 would find No. 1 on the map and write in the appropriate name; No. 2 would find No. 2 on the map, etc. If a player is unable to fill in the name at his number, he must leave it blank. The team who fills in the most names correctly is proclaimed winner.

To close the fair in fitting fashion, one or more of the girls might describe the *"Hi, Neighbor!"* project, announce the coming town fair and invite all the guests to be present. It would be interesting to bring out the world map so everyone could see how many countries have contributed to the neighborhood's population, and to read off the suggestions on the Servicemen's Chart along with a tally of the votes made.

"As the years go on, the time will come when as men and women consider the city in which they wish to live they will ask: 'Is the city's cultural life shared? Has the neighborhood something of the feeling of comradeship which students of a college come to have?' Every other institution in the city will be strengthened if there be such sharing of the real wealth of the neighborhood."

Nature Adventuring in Winter

By ELIZABETH H. PRICE

NATURE WIPED off the slate in winter? Not by any means!

Some adventures are possible only in winter; some are better at that time; some merely demand a different approach.

In the first category come tracks in the snow—tracks of animals or birds—finding them, identifying them, following them, but best of all, reading the story they tell. On one mid-winter jaunt the tracks of an undisturbed walking deer were easy to recognize. Suddenly we found where it had stopped dead still, evidently startled, and then bounded up the hillside to the right. Puzzle: find proof of what startled it! Not far ahead tracks of a man, boy, and dog showed that the trio had rounded a turn in the road, walking, then stopped, startled, then rushed diagonally up the hillside toward the point where the deer had disappeared over the brow. One can, with practice, become very skilled in interpretation. It's absorbingly interesting and all tied up in memory with the crunchy sound of your footsteps in snow, the sparkle of snow crystals, your breath condensing in the cold bracing air, your blood tingling and aglow with the exercise. Who wants to sit indoors by a fire *all* the time? (But that *is* good to come home to, isn't it?)

We in the warmer West or South are not deprived of the fun of tracking in winter though we have no snow, for there are wet sandy or muddy beaches, wet roads or trails, even dusty places now and then, where tracks are clearly recorded. Wet shores of city park lakes are available to many city dwellers the year round. At Westlake Park in Los Angeles we found clear tracks of a pelican, one of the very few birds that have webbing connecting all four toes—"totipalmate" they are called, if you like long words. And near-by were duck and swan tracks where only three toes are connected with webs. An interesting contrast is the track of the common coot or mudhen whose absurdly long toes, each separate, have scalloped webs. These are worth searching for and not hard to find, they feed so frequently on muddy shores.

Speaking of birds brings us naturally to the fact that winter is the season when food is hardest for birds to find and so it will be a mutual benefit if you attract whatever birds winter in your neighborhood by providing a food supply where you can watch them, even make friends with them close at hand. Hungry birds in bare trees against a snowy background offer excellent opportunity for getting acquainted with your winter visitants.

Nature adventures don't stop happening when the leaves fall and the bears "hole up" for the winter. This article and the one which follows it are strong arguments for carrying nature study through the year.

Elizabeth Price, who wrote of nature in her spring and summer clothes in the March, 1945 issue of RECREATION *(Nature Is Fun)*, has some stimulating suggestions for a year-round nature program, both indoors and out.

"Thousands and Thousands of Stars"

Because it is dark so early and because in the cold air stars seem to sparkle most brilliantly, winter is a grand time to make the treasures of the sky your own. I have found the quickest way to become familiar with the constellations is to make a chart on transparent paper of a certain area of the sky — we usually begin with those near the poles (the circumpolars)—from a mathematically correct Atlas, using only the first, second, and third magnitude stars, the ones that make the familiar pictures. Then, as soon as it is dark, go outside with the chart and a flashlight. It isn't at all difficult to locate in the sky each constellation on your chart, for the making of the chart has fixed those pictures in your eye. It is necessary to refer to an almanac or a sky magazine to get the locations of the planets. These seem to keep moving among the stars and should not be put on your chart unless you use eraseable pencil. These are days when everyone should be astronomy-conscious, for new discoveries with important implications are being made and still more are predicted as soon as the giant new telescope on Palomar Mountain can be used. The atomic bomb isn't the only cosmic sensation of the decade.

The Winter Woods

Tree-adventuring in winter demands a new approach since most of us are leaf, flower, and fruit conscious. In winter, though leaf, flower, and fruit are gone, the bark is still there with all its lovely contrasts in tone and texture. And there are also the often-overlooked treasures of lenticel, leaf-scar, and pith.

Lenticels are the breathing pores of trunk and branches, rough spots usually round but often elongated either horizontally or vertically. Find them and compare them on many kinds of trees.

Leaf-scars are the scars on branches left by the end of the stem of a now-fallen leaf. The size and shape of these vary greatly as does the arrangement within the scar of the dots which show the position of the tiny pipe lines that connected the leaf with the tree. Examined with a hand lens, these are surprising and rewarding. One could take an impression of lenticels and leaf-scars in modeling clay and reproduce them in plaster.

The pith is at the center of every branch, a small area with a characteristic shape for each group. For instance, all oaks have star-shaped pith. Of course one has to cut off a small branch to see the pith and this should be done correctly and conservatively. Two Girl Scout friends of mine in the Middle West are developing this kind of collection as a hobby—and an entrancing one it is. They let me share in it by collecting western woods for them and they send me some of their finished samples. They weather the wood for from four to six months, then saw it in quarter-inch slices, then polish these to a satin smoothness with different grades of sandpaper. The result is surprisingly beautiful to the eye and to the finger-tips, and you would never believe there would be such contrasts in color, width of annual growth rings, prominence of medullary rays, and shape of pith. Because many woods "check" and crack badly in drying, my friends collect twelve-inch pieces; and because bark usually chips off anyway, the sections are finished uniformly without the bark. Theirs are an inch and a quarter or an inch and a half in diameter. What a rewarding winter one could spend waking up to an awareness of contrasts and possibilities in bare trees — not overlooking the charm of their silhouettes and the tracery of bare branches against the sky.

To the City-Dwellers, the Zoo

For city-dwellers with an available Zoo, there is inexhaustible interest in watching captive wild animal behavior. Discover for yourself three uses a kangaroo has for its tail, and how differently it uses its front and hind feet. Watch the cud-chewers. It is definitely an experience to see a giraffe unswallow and swallow its cud up and down a good eight feet of neck. If you don't know the color and length of a giraffe's tongue, or how it manages to eat something that is on the ground (since its front legs are longer than its neck) there's a surprise in store for you. One solution for the problem is common. My last long observation of a giraffe disclosed a second, very unusual solution I had never even heard of, most amusing to watch.

Courtesy Recreation Department, Los Angeles, Cal.

Tracking wild fowl has its own charms

Can you, offhand, draw a rough outline of a zebra and show how the stripes run, especially where the head and legs join the body? Or a tiger's? There's not an animal at a Zoo that won't richly repay long, careful study of its appearance and, better still, of its behavior.

Lore and Lure of Rocks

Last but not least there are the possibilities offered by rocks and minerals whenever weather permits. That is my own latest hobby, delayed these many years because I am so partial to a *living* world. Minerals may not be alive in a biological sense but I am finding this a very lively hobby. We go about it this way. Our State Division of Mines (and I am sure yours also) issues a bulletin listing every mineral found in every county and giving more or less detail as to where in each county each is found. I note these for my own and near-by counties and then we fare forth in search of the ones that sound most intriguing. With gas plentiful after a war-long shortage, excursions are doubly welcome. Just last week I read that "Mountain Leather" has been found in large sheets in a limestone quarry near Santa Cruz. It looks and feels like thin, poor quality leather but *is* a mineral, related to asbestos. I had

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Window Nature Study

By E. LAURENCE PALMER
Professor of Rural Education
New York State College of Agriculture

TWO WINDOWS close together make a good miniature laboratory. Windows on the south, east, or west, side of the school are best. Sunlight can be shut off from a south window but cannot be made to shine directly through a north window. The space between the two windows should be free of ornament. One that can be fitted with a clean piece of wallboard in which thumbtacks may be placed without injury to woodwork offers the most opportunities.

A reasonably broad shelf at the base of each window may be used for aquaria, potted plants, insect cages, and the like. The shelves should be protected by some waterproof material such as linoleum, oilcloth, or one of the special materials used to cover the walls of bathrooms. Radiators below the window sills need not bar the use of the windows if the heat can be shut off temporarily.

Two shades are needed at each window. One, as dark as possible, should be so fitted that light can be almost wholly shut off. The other should be semi-transparent or translucent so that some light can pass through. Venetian blinds can be used, but they are not too satisfactory. Windows with two frames that may be raised and lowered at will are better than those hinged on the side, but these may be used. Those with large panes of glass are best.

Pieces of colored glass or of transparent colored cellophane should be available for certain of the studies. These may be fastened temporarily to the regulation panes of glass with any suitable adhesive material such as gummed tape. This equipment is cheap and will permit intriguing studies with lights of different colors and densities.

One of the windows should have a regulation storm window, tightly fitted and relatively permanent. The other should have a screen such as is used in the summer to keep out insects. This screen is kept on during winter.

A third unscreened window, or possibly the screen-covered window, may be used as a bird feeding station if an opening that can be opened or closed is made in the screen to get food to the birds. The window might well be near some ornamental woody plant, although this is not necessary. Outside, a shelf about a foot wide should be built across the width of the window. This may be hinged to the base of the window so that it can be dropped to dispose of the accumulated refuse. A canopy of evergreen branches will keep snow from covering the food placed there. A simpler arrangement is to tack a small single branch of evergreen to one side of the window, preferably on the side from which the wind is most likely to blow. Suet may be fastened to this branch by a cord or a string net, but not by wires, for the cold metal might seriously injure a bird's eye.

A storage cupboard for food is needed somewhere near the feeding station. A variety of foods in separate small containers enables one to study preferences of the station's visitors.

Pictures of birds feeding at a station may be taken indoors. Pictures taken through a south window will probably be only black silhouettes. Those taken through a window where the birds appear in direct sunlight are usually successful if one has a camera with a long enough bellows.

A window feeding station may serve also as a trap site for banding birds if one is qualified to do this. Bands and directions for making traps for different kinds of birds and licenses for engaging in the work may be obtained by qualified observers from the Fish and Wildlife Service in Chicago, Illinois.

Occasionally waste food scattered from a feeding station onto the ground may attract rats and similar undesirable animals. Rats may go directly to the source of supply, if the window is low or can be reached by vines on adjacent walls. Usually it is best to bar the approaches by pieces of smooth metal to which rats cannot cling safely.

"Places where nature cannot be induced to present something interesting to watch are rare indeed," says Professor Palmer in an article, "Outdoor Laboratories," in the fall issue of *Cornell Rural School Leaflet*. The suggestions offered regarding ways in which windows may be used as miniature nature laboratories will be helpful to recreation workers as well as to the teachers to whom the article is addressed. Used by permission.

If the windows are close to tree branches, squirrels may be attracted to the feeding stations. Raisins tacked at intervals along branches may lead a squirrel to investigate a window site that he might not otherwise visit. Both squirrels and birds at a station offers competition that may make the station most interesting to observers.

One of the better books for the observer of birds is *A Guide to Bird Watching,* by Joseph Hickey, published by the Oxford Press of New York City. It should be useful in any school library.

Teachers may hesitate to establish window laboratories for fear that house plants and aquaria may not survive severe winter weather. Usually those that cannot stand severe cold may be taken to a safe place during the winter vacation, but need not be removed on week-ends. Some years ago the *Leaflet* staff kept such house plants as geraniums, coleus, begonias, and heliotropes out of doors on a window sill each winter week end. Only the heliotrope did not survive.

Aquaria or plants that can be moved easily from the window shelf may be placed in a large box that can be closed rather tightly. This box is then packed in a still larger box, with the space between filled with crushed waste paper which forms the necessary insulation.

An insulated cover may be placed over and under plants or aquaria that cannot be conveniently removed. A box or a frame of wire may be used to support a few quilts, or a large box may be placed over a smaller one that is large enough to cover the living things on the window sill, and the space between the two insulated with old quilts.

The feathered and furred "folks" are not the only ones to be studied from these window laboratories; in fact, many birds and mammals will never willingly visit one. But flies, wasps, bugs, and moths will seek places largely because their instincts are such that they cannot help doing so, and spiders will haunt places where flies and other insects abound.

Photo by Reynold E. Carlson

Possibly more interesting to some teachers will be the lessons in physical science. These range from astronomy through meteorology to physics and chemistry. A single small hole through a dark window shade at a south-facing window may teach facts fundamental to the understanding of the movements of the earth and sun. The periodic and systematic observance of the movements of a sunbeam can through a year be more significant than diagrams in books or courses of study.

In winter the windows will yield many observations, particularly if one of two adjacent windows has a storm window. The anchored air between

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Detroit's Friendship Club

By JOHN J. CONSIDINE
General Superintendent
Department of Parks and Recreation
Detroit, Michigan

"YOU'RE ONLY a stranger once, and after that you're a friend." That's the slogan of the Detroit Friendship Club, an organization that grew out of the avalanche of applications from unattached men and women of thirty-five years of age and over who wanted to meet each other in a socially approved manner, and who banded together because of their need for companionship. This pioneering experiment in the field of human relations, now more than a year old, revealed dramatically what a tremendous amount of loneliness is hidden in a large city, and showed how a little cooperation from the local recreation department can add zest and comfort to the lives of those past their youth.

Organization

For the opening meeting arrangements were made to accommodate about six hundred people in a centrally located recreation center, but no one could foresee that the launching of the club would draw such multitudes as poured into the overburdened building long before the opening hour of eight o'clock. They jammed the auditorium. They blocked the halls and stairway and even stood eight abreast on the avenue outside of the building and all around it. And still the street cars and buses disgorged more crowds. Hostesses recruited from the Parks and Recreation Streamliners, uniformed women's service group, tried to give out name tags and distribute questionnaires designed to find out what types of programs the people wanted.

Finally, with traffic snarled up and the streets around the building impassable, a halt was called to the proceedings. Fortunately we had foreseen that there might possibly be an overflow and had taken care to make arrangements for the use of a high school auditorium in the vicinity — just in case it was needed.

Instructions were given to the Streamliners to start the march to the high school three blocks away, and with great congeniality the crowds from the sidewalks followed. Shortly after, the recreation center was emptied and the high school auditorium, with a seating capacity of 2,900, had few vacant seats. This took care of the crowd for the evening, but of course any plan to organize was stymied by the tremendous numbers. Obviously any club with friendship as its aim would have to start out with small groups so that people could become thoroughly acquainted.

Eventually a plan was worked out. The group was broken into units small enough for the people to become acquainted easily, and each unit was assigned a separate evening in the recreation center. The city's mailing zones were used as a basis for grouping the members, on the theory that people living in the same zones could come to the meetings and go home together.

For all the friendless and the lonely strangers in the city, Detroit's Friendship Clubs have a slogan — "You're only a stranger once, and after that you're a friend." John J. Considine tells for RECREATION the history of that slogan and what it has meant in the lives of hundreds of newcomers and lonesome people to whom the making of friends in a strange environment is not an easy thing to do.

Set-Up

Each unit has elected its own officers, and for over-all planning there is an executive board composed of five representatives from each unit. There are now four units of people over forty years of age and one unit for those between thirty-five and forty.

The center used is located on the fringe of the down-town section, easily accessible from all directions. It has three floors and is ideally suited for such a club. The top floor auditorium is used for entertainments, card playing, and shuffleboard. Another floor has tables for ping-pong, pool, checkers, and other games. A section of the first floor is being resurfaced to accommodate both modern and square dancing. During the summer there were picnics, boat rides, hikes, and outings of many kinds. Individuals opened their summer cottages to their new friends and in many ways proved their hospitality.

The Beginning

The whole thing started when a letter came to the "Experience Column" in the

Detroit News, stating the case explicitly for the men and women of middle age, newcomers in Detroit, who were up against the discouraging prospect of meeting people of the same age and somewhat similar tastes. The letter was signed "Reluctant Recluse" and the writer described himself as a fifty-year-old widower. He suggested that some agency might take the initiative in starting a club. Through it people could have the chance to get acquainted with each other and spend one or more evenings each week in social activities.

The editor of the "Experience Column" published the letter, and a flood of responses indicated that there were many "Reluctant Recluses." The editor conferred with us to see if help might come from the Detroit Parks and Recreation Commission. The president of the Commission assured the editor of our eagerness to cooperate if the interest was sufficiently widespread. This question was asked through the column and the flood of replies indicated decisively how great a need there was for a club offering the things these people wanted so desperately; a decent place to meet, a few simple facilities for social diversion, and leadership to help plan and carry out a program.

Evaluation

The club has been in operation for a year now and the five units have a membership of 2,800. The newest unit is made up of 250 men and women between thirty-five and forty years of age who were excluded from the other units because of their youth.

After a year the members shake their heads as they think of the old days when they spent so many empty hours in lonely rooms and apartments. That was when time hung heavy on their hands and invitations to go out and do things were few. There was no one to share their happiness or their troubles.

When asked what this club meant to her, a women in her forties who lost one son overseas and has five others in the service replied: "It has meant a whole new life to me. Since my boys have gone, I dreaded going home from work because of the lonely evenings ahead of me, but all that has been changed. Without the staunch support of the friends in this club I don't think I could have rallied when I got word that my boy was killed in service. I felt that each of them was sharing my sorrow and somehow that made it easier to bear. I wasn't alone any more."

A man who was transferred to Detroit a year ago said, "Last year at this time I didn't know a soul in Detroit. But for this club I'd just be sitting around in my room during the evening, maybe taking in a casual movie. I'm not one for doing things by myself. Now in addition to coming to the building for activities of the club, I bowl on Sunday afternoons with fellow club members. Others invite me for dinner, and we have outings together. My leisure time is now very well taken care of and I'm mighty happy about it."

Primarily these people banded together for companionship and recreation, but they stick together when adversity strikes one of their members. One unit made up a purse of $25 for a member who had been hospitalized and needed funds. A weekly check is sent to another club member who was forced to stop work for an operation and has not yet obtained her allotment from her son in service.

Having known loneliness, these people do everything in their power to see that it doesn't return to any member. If a member is sick one of the others is delegated to attend to his wants. An ill member doesn't lack for greeting cards, visitors, and even financial assistance if that is needed.

The individual units support each other's activities loyally, and periodically there are all-unit parties or dances given outside the building. One dance was given during the Infantile Paralysis Drive and the crowd overflowed the largest hotel ball room in the city, netting a generous sum for the National Foundation.

The first anniversary party was another gala affair. It symbolized for the members a year of happy association and warm fellowship with men and women of like interests and signified the complete obliteration of the bitter days before the Friendship Club was organized when they had no one with whom to share their joys and their sorrows—endless evenings when the only surcease from loneliness was the temporary diversion of the neighborhood movie or the corner tavern. The Parks and Recreation Commission is proud of its share in bringing so much happiness to so many people.

Roanoke, Virginia, too, has a Friendship Club. Here parties are held by the Department of Parks and Recreation twice each month with programs planned in advance by the Supervisor of Social Recreation and members of the club. Attendance records testify to the need and success of the program.

Music for the Multitude

EUGENE FIELD, I think it was, once wrote in a poem called "Grandmother's Prayer" the famous lines:

> "I've never learned to sing or play
> So let no harp be mine."

Fewer grandmothers of the future, though they may "be content to mend the little angels' britches," will be able to qualify as musical illiterates, for all over the country, in small towns and in great cities, the people of these United States are learning to "sing or play." They are not necessarily preparing to become star performers on the concert platform. They *are* coming to know the joy of getting together in small groups or large to sing or to play the instrument of their choice whether it be a harmonica or an English horn. People no longer look askance at a lover of music as just a little "queer." As listeners and as "creators" we are becoming more and more a musically intelligent people—and not a moment too soon!

Part, at least, of the credit for this metamorphosis must go to radio which, in the past twenty-five years, has brought great music, both classical and modern, to people who have never seen a symphony orchestra or a great chorus in action. An amazingly large number of people, according to the latest Crosley rating — that mysterious system for judging the popularity of a radio program — count that week lost which has not included for them a concert of the Philharmonic or the National Broadcasting Company's Symphony or the Boston Symphony heard "over the airwaves."

But credit must also go to recreation departments which have created local music "producers" ranging all the way from the rhythm bands of preschool children to opera companies and symphony orchestras. For, by the efforts of those departments, thousands of people all over the land have come to know that you don't have to be a genius to find the best sort of recreation through participation in a music program.

The fall bulletins of two recreation agencies report music for and by "the people" as part of their 1945-46 schedules.

San Francisco

The music section of San Francisco's Recreation Department was established in 1928. The Department's bulletin, *Re-Creation,* for October 8 carries a preview of music opportunities open to San Franciscans during the fall and winter of 1945-46.

The San Francisco Civic Symphony, organized in 1931 and led by an outstanding conductor and composer, is open to all musicians and music students whose musical ability is adequate to the demands of symphonic playing. The members of this group rehearse twice weekly and perform in informal concerts and in the Department's annual Summer Festival and Christmas Program.

Children, singing in playground choruses, learn good music standards through songs especially

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A rhythm band in Teaneck, N. J.

Courtesy Department of Recreation, Teaneck, N. J.

What They Say About Recreation

"MUSIC IS AS OLD as the world itself . . . older, perhaps, for all about us is evidence of its presence in nature . . . in the rhythmical changes of the seasons; the movements of the sun, the moon and the stars."—*Ruth V. Mathews* in *You Need Music.*

"Helping today's children should become our greatest contribution to tomorrow, for which we jointly, men and women, are directly responsible."—From *Youth and Your Community.*

"The only way in which we can educate for leisure—or for any other purpose under heaven—is by awakening sensitized surfaces in the individual. Certainly for leisure the essence lies in the fact that it represents the expression of our inner urge, and the vocabulary for this expression, so rude, so halting, so stumbling in most of us, is acquired through our sensitiveness to books and arts and crafts and sports and out of doors."—*Mary Coleman.*

"A truly noble man may be defined as one who stands by a good cause or organization even after he knows a lot about it."—*James Myers.*

"The first lesson a child must learn in order to live a normal, healthy life is community cooperation, and the playgrounds of our city are great training centers in teaching this lesson."—*Judge Oscar A. Hunsicker,* Akron, Ohio.

"We leaders in recreation have responsibility for encouraging increased emphasis on recreation in the neighborhoods and communities in which we live, in the churches in which we worship, and in the schools in which our children are trained."—*Dr. Philip L. Seman.*

"We can think of no way in which public monies can be spent with greater return than on a program which provides for safe, well supervised playgrounds for our children."—*Hon. E. D. Fritch.* Akron, Ohio.

"I believe that in creative hands lies the balance wheel of man's inner life."—*Edward T. Hall* in *Hands—the Great Balance Wheel.*

"The path to the new social order is the path from my house to my neighbors'."

"A community center may be described most simply as an association of neighbors banded together in a spirit of cooperation. It is *not* community spirit, but is rather the means by which that spirit finds creative expression. It is *not* just a building, although a building may become part of it and give tangible form to it. The first step in planning a community center is in terms of human beings and their needs, together with their latent strengths and possibilities, rather than merely in terms of brick and mortar and amenities."—*John P. Kidd* in *Community Centers.*

"There are wider horizons and richer valleys of opportunity unfolding before young people today than ever before in history"—*F. W. Nichol.*

"Nick, it's like this. We meet on a street corner and a cop runs us off. We go to the recreation centers and the big boys won't let us in. We can't go to the movie because we haven't any money. What are we going to do?"—From a *"juvenile delinquent"* to the Columbus, Ohio, Recreation Director.

"The war has produced no evidence that playing a violin or table tennis or golf, liking chess or dancing, football, baseball or hockey is a detriment to fighting qualities. . . . On the contrary, men who keep alive their interest in fine arts and sports seem to work as hard, and maybe with more spirit."—*G. Ott Romney* in *Off the Job Living.*

"Other relaxations are peculiar to certain times, places and stages of life, but the study of letters is the nourishment of our youth, and the joy of our old age."—*Cicero.*

"After our civilization has long since passed and is a mere footnote in the memory of men, Christmas will yet live in the hearts of whatever races are then still extant. They will keep Christmas alive because it has in itself undying qualities."—*Abbie Graham* in *Time Off and On.*

U. S. O. to Y-O-U

By THOMAS W. LANTZ
Superintendent of Public Recreation
City of Tacoma, Washington
PART I

I HAVE JUST returned from the first birthday party of the South Tacoma Community Center which was formerly a U.S.O. Center. Over 400 persons were in the audience. Citizens of the neighborhood were "running the show." Neighbors were participating in the square dancing. Children and youth were displaying their talents on the stage. For the first time in a year, I felt a slight chill go up my backbone. The community had finally accepted the former U.S.O. building as *their* center.

Eighteen months ago soldiers from near-by Ft. Lewis were by-passing the U.S.O. Center, located in a beautiful park on the main highway between Ft. Lewis and Tacoma and approximately five miles from the center of the city. South Tacoma is a typical district business center and the South Tacoma Community Center is just on the edge of the business area. Many homes are in the vicinity of the Community Center. Since the U.S.O. was not being used by servicemen and women, the Federal Security Agency asked the Metropolitan Park District Commissioners to operate the building inasmuch as the facility was located on Park Board property.

Promoting a $75,000 U.S.O. building was a new venture for the Park Board. Some members viewed the new project with suspicion. They knew the operation of such a center would cost money and no money had been provided in the budget for "another" center. I was asked to submit a budget for the operation from July to December, 1944. The figures were not large but I could detect a feeling in the minds of the Park Board members that they were not too enthusiastic over a proposed six months budget of $3,792. This amount covered the salaries of a full time director, assistant director and caretaker; oil, light and power, telephone and water service; recreation equipment and building supplies. Revenues from the rental of the building were estimated at $1,300.

The Park Board employed a former U.S.O. worker as the first director. Because of her knowledge of the community and its civic-minded citizens, she was asked to organize, immediately, a Citizens Association to be known as the South Tacoma Community Center Association. The director called the initial meeting of twenty-five leaders representing civic clubs, business organizations, labor groups, churches, P.T.A., war industries, and the Special Services of the U. S. Army. At this first meeting, I explained the purpose of the Association which is "To promote and develop athletic, dramatic, musical, social, civic and neighborhood programs in order to inspire and further community neigh-

Fun for the young ——

——and the old

borliness and good citizenship. This Association shall assist the community authorities in promoting recreation for youths and adults."

A temporary chairman and secretary were appointed. The temporary chairman appointed a nominating committee to prepare a slate of officers comprising a president, first vice-president, second vice-president, secretary and treasurer. Finally permanent officers were elected, a constitution and by-laws were adopted and meetings of the Executive Committee were held. This took time but it was very important. The greatest single problem confronting us was the fact that nobody in the neighborhood felt the center was their center. Why should they? It was handed to them on a silver platter! This point is one in which present U.S.O. officials may well be of great help to us, who will eventually inherit U.S.O. buildings. The transition period, however, will be discussed later in this article.

It seems probable that more and more communities will be faced with the problem and the opportunity that came to leaders of recreation in Tacoma, Wash. The experience of that city in taking over a U.S.O. building for a community program is reported by Tacoma's Superintendent of Recreation in two parts, the first of which appears on these pages, in the hope that Tacoma's experience will prove interesting and, perhaps, helpful to other communities.

The Executive Committee meets monthly with the director of the center and approves or disapproves the use of the building by organizations wishing to rent it. A subcommittee was appointed to study the whole matter of fees and charges. The Executive Committee discusses program development with the director and recommends new activities.

Although the Metropolitan Park Board finances the operation of the center, nevertheless the people of South

Tacoma recommend all policies to the Park Board and the policies are practically always approved.

The Park Board expected a certain amount of revenue from the building, therefore the rental fees for the use of the building on Monday and Thursday as recommended by the Executive Committee of the Center to the Park Board were approved as follows:

Number	Afternoon	Evening	Students and Neighborhood Groups
Up to 50	$ 7.50	$12.50	$ 8.00
Up to 100	12.50	17.50	11.00
Up to 150	20.00	25.00	14.00
Up to 200	30.00	35.00	17.00
Up to 300	35.00	40.00	23.00
Up to 400	45.00	50.00	30.00

Use of lounge, clubroom and kitchen: afternoon, $5; evening, $7.50.

Clubroom and kitchen (for light refreshments), $2.

Service in each checkroom, $3.

Special charge of $5 per hour for use of the building after midnight.

The Park Board and the Community Center Association wanted especially to serve the children and young people, first, in the building. Friday night was set aside for Junior High age boys and girls, Saturday afternoons for grade school children, and Saturday night for boys and girls in high school. No charge is made for these particular activities. The building also serves as an after-school and evening drop-in center for youngsters when it is not rented or scheduled for other activities. The Junior High and Senior High nights are in the nature of a "Teen-Age Canteen" with boys and girls of both age groups appointing their own committees to plan the programs. The director of the center works with all youth committees but remains in the background and guides by means of indirection.

One of the most difficult problems was to interest adults in activities offered free of charge. The war had something to do with the problem as many adults were on different shifts in war plants. Finally an Old-Time Dancing group was started and this activity drew many participants. The dance group now has a professional orchestra and pays fifty cents per person for the dance. The activity pays for itself. Badminton for adults was introduced and continues to be fairly successful. More recently a Business Girls' Service Club has been organized to provide recreation for wounded soldiers from near-by Ft. Lewis in the Community Center. Card parties for adults are fairly popular.

Because the building is designed for social recreation and not for vigorous physical activities, basketball is not played. A large auditorium, with a stage, is furnished with fine furniture, draperies, and parlor lamps. The question often arises as to whether the refinements should be removed and the auditorium space be turned into a gymnasium-auditorium.

After a period of one year, the rental of the building has increased rapidly. More persons have become acquainted with the fact that the former U.S.O. building is a neighborhood recreation center. Lodges, civic clubs, service wives organizations, high school clubs, churches, business firms, P.T.A.'s, sororities and numerous other groups have rented the building.

The Park Board approved a budget of $6,684 for the fiscal year, January 1 to December 31, 1945, as follows:

Salaries	$4,704.00
Building Supplies	240.00
Program Supplies	500.00
Water, Lights	450.00
Fuel (oil)	625.00
Telephone	150.00
Garbage Service	15.00
	$6,684.00

Revenues amount to a total of $2,339, and of this amount $1,200 is estimated for building rentals and $1,139 actual income for nine months refreshment sales at the snack bar.

"Salaries" includes wages of director, part-time assistant director, fountain girl, custodian. The Park District recreation equipment supplements the purchased equipment. The total estimated budget does not include labor for repairs by Park District carpenters and plumbers.

The total attendance for each month during the year 1945 will show how extensively the building has been used:

January (1945)	1,865
February	1,842
March	2,809
April	2,489
May	2,686
June	2,462
July	1,261
August	1,435
September	2,560

The transition period from the time U.S.O. stopped operations until the Metropolitan Park District assumed responsibility will be reported next month.

The National Recreation Congress

Atlantic City, New Jersey . . . . . January 28 - February 1, 1946

YOU WROTE US—many of you—enthusiastic letters about the 1942 Congress held in Cincinnati by the National Recreation Association. You said, among other things,

> "I came home from the Cincinnati Congress better prepared to meet recreation needs in my schools."
>
> "A great many ideas that were used in the playfield were gotten by the writer at the National Recreation War Congress in Cincinnati."
>
> "It was really very successful, one of the best that I ever attended."

In 1942 none of the people who had, together, put their individual minds and their collective mind to work on matters recreational—none of those people probably thought that four years would have to elapse before they would be able to repeat the process of re-creation and re-stimulation that comes when a group of enthusiasts get together to "swap" ideas and problems and successes and failures and discussions and anecdotes and experiences and friendships. And so it is that January 28—February 1 is marked on our calendars with large red circles, is looked forward to with anticipation. And so it is that we repeat with confidence the slogan for Atlantic City—1946

FORWARD

IN

RECREATION

For, here is an opportunity to exchange experience, to learn what others are doing, are thinking. Lay and professional leaders face common problems together.

More than 1,200 local city, town, village government recreation units are using local tax funds for recreation and need to plan together. Privately supported agencies have their problems, too. Workers in industry are also greatly concerned about recreation.

Already many have listed the problems they wish discussed.

It has been found that local recreation executives and chairmen wish to have the following section meetings:

Teen-Age Centers
Living Memorials in the Recreation Field
Service of State Government Bureaus in the Recreation Field
Why Some Playgrounds Are Successful While Others Fail
Use of School Buildings for Recreation
Recreation for Older People
Why Some Indoor Recreation Centers Are a Great Success and Others Not
Training Recreation Workers (Colleges, In-Service, and Volunteers)
Recreation Services for Women and Girls
Recreation in Rural Areas
Recreation Problems in Communities of 15,000 or Under

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Activity Problems (Music and Drama; Athletics and Games; Outing Problems; and Arts, Crafts, and Hobbies)

Planning Recreation Buildings

Planning Recreation Areas and Facilities

Securing War Recreation Buildings for Community Use. Purchase of War Supplies and Equipment

Service of Federal Government Bureaus to State Government Bureaus and to Others Concerned with Recreation

Personnel Problems

Long-time Planning in the Recreation Field

Special Problems in Colored Communities

Recreation Problems in Communities of About 50,000

How to Present a Budget for Recreation to Appropriating Bodies

Recreation in Housing and Real Estate Developments

Sharing Recreation Experience with Smaller Communities Near-by through Conferences

Boys and Girls and Other Clubs

Telling the Story of Recreation

Recreation for Incapacitated Servicemen

State Recreation Associations

Provision is being made also for extra small meetings.

Consultants national and local will attempt in individual conferences to share their experience and their thought.

Laymen, board members, volunteer leaders in activities, recreation superintendents, recreation specialists, professional playground and recreation center leaders—all will be present and participate in the discussion, which is open to all.

Park leaders, school leaders and representatives of many different kinds of groups will present their points of view.

Can we not hope for at least two delegates from each city and town with municipal recreation and of course many more delegates from the larger cities?

INDUSTRIAL RECREATION CONFERENCE

For the convenience of the hundreds of industrial leaders who see the increasing need for a recreation program in their plants, but who find it hard if not impossible to get away from those plants during the week, there will be special sessions to consider their plans and programs and problems. The conference on industrial recreation will begin at luncheon on Sunday, January 27 and continue through the afternoon of Monday, January 28.

Of course, all industrial representatives who can do so are cordially invited to attend the subsequent meetings of the Congress which will continue through Friday, February 1.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

AGRICULTURE. "The Agricultural Student, His Opportunities and Choice of Job." Vol. 41, No. 3, September 7, 1943. University of Illinois, College of Agriculture, Urbana, Ill. 36 pp.

Children's Museums. From "somewhere in New Guinea" not long ago came a letter containing drawings of animal feet, ears and noses together with a request for their identification. The letter was received by the Children's Museum at Jamaica Plains, Boston.

Darwinism. "Social Darwinism in American Thought, 1860-1915," by Richard Hofstadter. University of Pennsylvania Press, Philadelphia. 191 pp. $2.50. Somewhat philosophical.

Dogs. Five breeds of dogs were found best for Army purposes. They were the German Shepherd, Belgian Sheep, Doberman Pinscher, Collie, and Schnauzer.

Farming. "Future Farmers of America in Action," prepared by the National F.F.A., in cooperation with the U. S. Office of Education. Interstate Printing Co., Danville, Ill. 24 pp. $.10.

Farming. "Your Farming Program," by Carsie Hammonds and W. R. Tabb. Trafton Publishing Co., Lexington, Ky. 166 pp. Illus. $1.50. This is the story of the progress from small beginnings to real establishment in farming addressed to boys.

Florida. "That Vanishing Eden: A Naturalist's Florida," by Thomas Barbour. Little, Brown and Co., Boston. 250 pp. Illus. $3.00. Emphasizes conservation.

"Food for the World," edited by Theodore W. Schultz. University of Chicago Press. 353 pp. Illus. $3.50. Paradox: food surpluses and malnutrition.

"Forestry in Vocational Agriculture," by Henry C. Groseclose. Bulletin of Virginia Polytechnic Institute, Blacksburg, Virginia. August 1945. 75 pp.

Geology. "Principles of Physical Geology," by Arthur Holmes. Ronald Press Co., New York. 640 pp. Illus. $4.00.

Indiana. "The Climate of Indiana," by S. S. Visher. Indiana University. 511 pp. Illus. Climate in relation to social and economic affairs.

Indians. "The Hopi Way," by Laura Thompson and Alice Joseph. University of Chicago Press. 151 pp. Illus. $3.00. An Indian way to peace.

Jefferson, Thomas. "Thomas Jefferson's Garden Book," annotated by Edwin M. Betts. The American Philosophical Society. 704 pp. Illus. $5.00. Personal notes.

Nature Recreation. Colleges train for leadership. Nature recreation is a new profession in leadership. There can be no doubt of its efficacy. A leader with a little imagination and understanding, and maybe with only a smattering of nature knowledge, may draw from a great reservoir. If he can tap nature resources he will be more efficient in contributing to the up-surge of mental radiance.

Nature Recreation. The simplest responses to nature are often the most significant. We have not been walled off in cities long enough to be free of "grass roots" of health. An important part of the rehabilitation of the service personnel lies imbedded in nature.

"Pacific Islands Handbook, The, 1944," by R. W. Robson, F.R.G.S. Macmillan Co., New York. 371 pp. Illus. $4.00.

Postwar Recreation. The need to face a challenge seems to be the essence of postwar planning. Recreation in the future will be a people's movement. We must help the veteran to help himself.

Winter World. Nature is as exciting in winter as she is in summer. The trouble is that too few people have experienced winter's natural possibilities.

"One of the worst things that can happen to human beings at this critical stage of civilization is to fail to receive a full share of the recreation, the understanding, the vision that comes from Nature. The wonderful and diverse living things of this earth are the dynamic expression of Nature's processes." — *Fairfield Osborn* in *Bulletin* of the New York Zoological Society.

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WORLD AT PLAY

Reading with a Purpose

CHICAGO's neighborhood libraries have introduced a new and interesting feature into their 1945 fall schedules. For six months librarians, teachers and laymen studied the techniques of book discussion leadership to the end they might lead interested adults in reading and discussing eighteen of the great books of the past. During the fall and winter, groups will meet each week in their neighborhood libraries and discuss such works as Plato's *Apology* and Karl Marx's *Communist Manifesto*. Nor is this activity planned as one where the leaders do all the work while the members of the group sit and listen apathetically. Each of the participants is warned that two or three hours a week of good hard reading will be expected of him and that he will be expected "to submit his views to critical examination."

Playground Awards

WHEN Lincoln, Nebraska, in common with many cities, was forced to face the problem of increasing vandalism and carelessness in the use of public property, recreation officials initiated a Citizenship, Sportsmanship and Activity program with awards for points in each category. The results have amazed everyone associated with the program. Misuse of playground property has almost entirely ceased and damage to equipment such as paddles and balls is negligible. So interested are the children that they repair a great deal of equipment themselves.

A child may win two awards, a major and a minor, by accumulating the required points. Leaders sign up those who wish to participate and hundreds have joined or won awards which are presented at a simple ceremony at the playground. Rules and publicity material are posted on the playground bulletin board.

Arts and Crafts in Los Angeles

THE Recreation Department of Los Angeles, California, is offering an interesting program in arts and crafts for children and adults this fall. On Saturday, children are instructed in painting and drawing, the building of model airplanes, and clay modeling. For adults there are classes in ceramics, costume jewelry, art metalcraft, loom weaving, and fine arts, and there is a special class in ceramics and metalcraft for members of the Braille group.

Teaching by Films

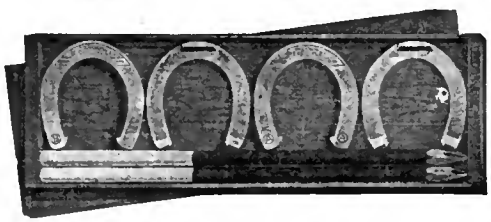
THE Y. M. C. A. Motion Picture Bureau has finished its first instructional picture. *Play Volley Ball,* a two reel, 16 mm. sound film, is now ready for distribution. It uses slow motion and freeze frames to insure careful instruction for both beginners and advanced players in such fundamentals as serving, passing, spiking, defense plays, and team play.

Youth Recreation in Philadelphia

THE Philadelphia Public Schools, in cooperation with many neighborhood organizations, have resumed extensive youth recreation-education programs in nine adult evening schools, three junior high schools and two elementary schools. The programs include social, folk and square dancing; metal, wood and electrical shop work; art, music, cooking; sewing; hobby crafts; and activities in the gymnasium, library and auditorium. In every case activities are selected because of their interest to the youth served. In the organization of the youth centers, the cooperative efforts of youth, parents, community councils, social agencies and school authorities have played important parts.

Youth Day

SATURDAY, November 17 was Youth Day at Madison Square Garden Exhibition Hall in New York City sponsored by the Metropolitan Youth Council. *The Day* got under way at 10:30 with a spot drama contest on the stage. In a spot drama contest, in case you didn't know (as we didn't), "teams from various dramatic groups compete by presenting impromptu dramas on themes suggested by the audience." At 11:30 the Teen-Age Forum presented a discussion of "Refugee Youth in America" and watched a dress rehearsal of WOR's *It's Up to Youth* broadcast. Highlight of the afternoon was the awarding of prizes in the International Doll Contest.



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Many models of Diamond Official Pitching Shoes offer fans a wide selection. Drop-forged from high grade steel—will not chip or break. Carefully balanced.

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Diamond Double Ringer Shoes
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Official Horseshoe Courts

DIAMOND CALK HORSESHOE CO.
4610 Grand Ave., Duluth, Minn.

World Leaders Play—An Associated Press dispatch July 20th reported that the President of the United States at the time of the Potsdam Conference played Beethoven's *Minute in G* on the piano, at the joint request of Premier Stalin and Prime Minister Churchill, as a musical climax to President Truman's state dinner.

It is very interesting also to read from time to time of Prime Minister Churchill slipping away to paint a picture—taking time off to lay bricks.

We do know how much our public men have been helped through special leisure time interests which they have developed.

First Birthday—On October 2, 1945 the Leisurette, Youth Center for Negro teen-agers in Columbus, Georgia, celebrated the first anniversary of its founding. During the year the Center has served 923 members, and 500 guests. It has been governed by a Junior Council of representatives from each of Columbus' colored schools, with the counsel and advice of an Adult Council and a paid executive secretary. The members of the Leisurette point with pride to their first anniversary in their publication, *The Le'rette.*

A Silver Anniversary—It was in January 1920 that the York, Pennsylvania, Recreation Commission was established. This year the Commission, in celebrating its twenty-fifth anniversary, has issued an attractive report telling of its achievements and giving facts about activities, special services and personnel. "An expanded recreation program, properly financed," the report states, "would remain a living memorial to those from York who are writing a new and brilliant chapter in the history of the nation and the world.

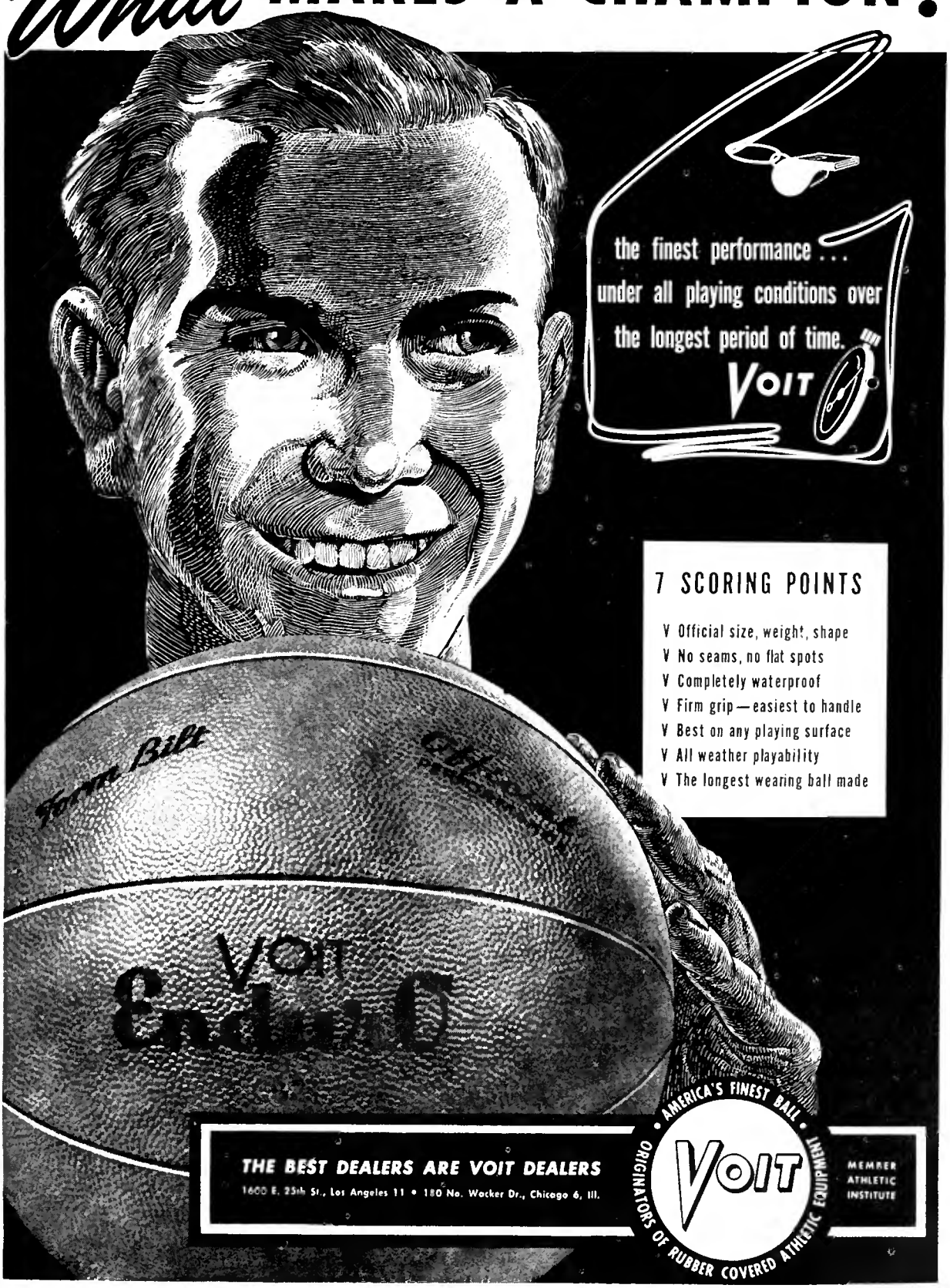
On They Go!—The Daytona Beach, Florida, Youth Council on August 3, 1945 celebrated its fourth birthday at the regular Friday night orchestra dance at the City Recreation Building. The Council maintained a summer program for Daytona Beach and visiting teen-agers, with activities at the two centers, Wednesday night dances at the Sheraton Plaza, and Friday night orchestra dances at the Jungle Room of the city's largest hotel, the free use of which was given by the management. From June 6 through September 5 three hundred and seventy-five different boys and girls from out of town attended one or more of the Wednesday dances. On August 27 the Council presented at the City Auditorium the play *Gold in the Hills.*

River Halted for Dance on the Bridge—The flood gates which control the Genesee River 100 yards above the Court Street Bridge at Rochester, N. Y., were raised on October 12 to stop the flow of water, in order that there could be street dancing on the bridge, as Second World War veterans were welcomed home.

The river is so noisy that the music for the dance could not be heard unless the river was stopped.

Trees—Basil O'Connor, chairman, American Red Cross, in *American Forests* for May, 1945, declares that trees are his hobby, that he plants a great many different kinds on his farm in Westhampton, L. I., that his favorite is the Norway maple. Mr. O'Connor has planted a great many of his trees himself, has watched them grow with great satisfaction, has looked after them with his own hands, spending his free week-end hours pruning and tending them. Taking care of his trees is his favorite diversion when he can get away from his duties as chairman of the American Red Cross and chairman of the National Foundation for Infantile Paralysis.

What MAKES A CHAMPION?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MEMBER ATHLETIC INSTITUTE

On the Record — The director of Augusta, Georgia's playgrounds is keeping a color film record of especially good activities on the playgrounds and in the parks. Eventually, he plans to splice his small bits together into a connected story of public recreation in Augusta to be shown as part of the weekly movie program in the parks. This seems like a sound idea, especially now that supplies of films are getting a little more plentiful.

Recreation Week in Edmonton, Alberta, Canada—September 2 - 9 was Recreation Week in Edmonton and during that week the city's organizations, both public and private, joined with the Recreation Commission to remind Edmontonians that "recreation is a necessary part of living; to focus attention upon the fact that despite the best efforts of all organizations now active in the recreation field, a very large portion of Edmonton's citizens have little or no opportunity to participate in leisure time activities; and to turn the spotlight upon the fact that only through the use of tax funds for the start and well planned and efficiently operated public recreation service could wholesome recreational activities be made available in even a limited way."

Each day, morning until night, events were scheduled covering a wide range of interest and appealing alike to children, men, and women. The program opened on Sunday, September 2, with a Folk Festival at Victoria Park sponsored by the city through the Allied Arts Council. There were square dances, and songs and dances from many nations. National food dishes were served by representatives of the various nationalities in the city.

Presented in Honor of —— — Every now and then those hard-working people behind the scenes come into their own share of kudos. Witness the summer program presented in Summit, New Jersey in honor of the Board of Recreation Commission and of twenty years of recreation on Summit's playgrounds. The performance was titled *Recreation in Review,* as was proper to an anniversary celebration and it "had a part" for everyone from the "Tiny Tots" who started the program to the Commission itself who helped finish it off.

Girl Scouts Take to the Forests—As a memorial to their twice-a-president, Mrs. Herbert Hoover, the Girl Scouts are planning the Lou Henry Hoover Memorial Forests and Sanctuaries in property owned or controlled by their organization throughout the country. Each group of Scouts must work with Federal or State forestry or conservation departments in planning local memorial areas. And each group must spend a year surveying their proposed area to find out what actually grows and lives there. The first of these memorial sanctuaries and forests has been certified in Dade County, Florida.

A Recreation Guide for Employees — The Allis-Chalmers Manufacturing Company of Milwaukee under the title of *Recreation* has issued an attractive booklet telling of the recreation activities conducted for the company's employees. These range from bowling and archery to men's choruses. The booklet is attractively illustrated with photographs and sketches.

Old Home Week — The forty-fourth annual Old Home Week was held in Cabot, Vermont, from August 12 to August 19, 1945. The program opened with an old-fashioned service at the United Church. The congregation came, for the most part, in old-fashioned costume, a custom which has been carried on each year since 1901. Reviving a custom of many years ago a community picnic was held immediately after the services.

Other highlights of the week were a Woman's Club open-house with a program of music and readings, a maple sugar party staged by the seniors at Cabot High School, a stunt night, and a special dinner served by the P.T.A. The events of the week closed with a preaching service at the United Church, with music by a large adult and young people's choir.

Additional Gift—An additional $100,000 has been added to the trust fund set up for the purposes of community recreation in Reedsburg, Wisconsin, by a former resident whose original gift was $200,000. The new grant has been ear-marked for parks.

Playground Victory E Award—The Brattleboro, Vermont, Recreation Department sponsored a Playground Victory E Award for the summer playgrounds.

The Playground Victory E was awarded for excellence in: Sportsmanship, Leadership, Achievement, Participation, and Citizenship.

Each boy and girl received fifty points for participation in the following activities or events if he

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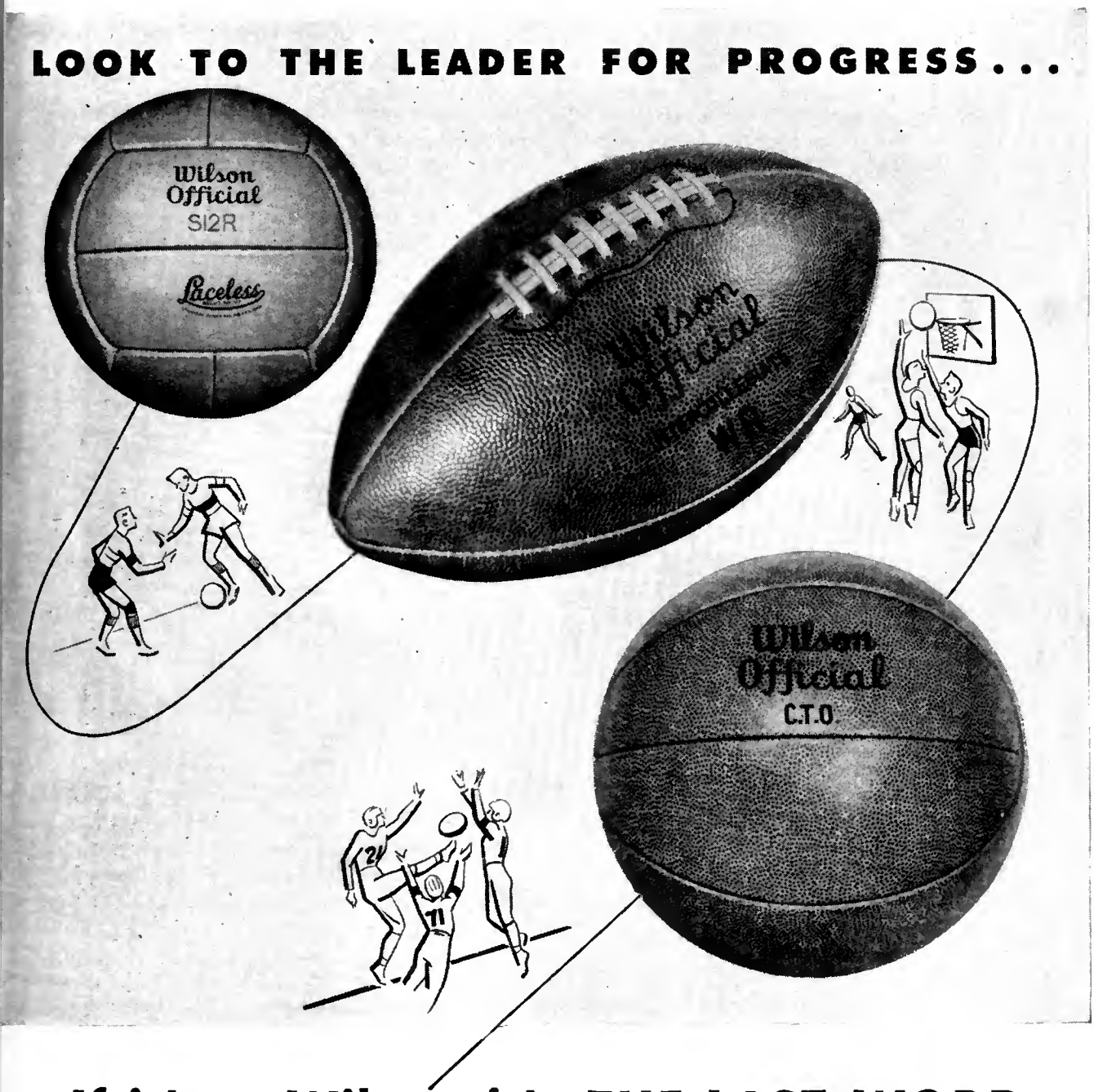
LOOK TO THE LEADER FOR PROGRESS...



If it's a Wilson it's THE LAST WORD

The name Wilson stands for the *modern* era of sports—the era of speed, skill, and progress. Wilson equipment for our modernized type of football, basketball, soccer—as well as golf, tennis, etc., is strictly in tune with the times—the *last word* in smart design, construction and good craftsmanship. Preference for Wilson equipment among players, coaches, leagues, schools continues to grow. It is a tribute to the name that stands for the latest thing in equipment for today's smart play. Remember—If it's a Wilson it's the *last word* in modern equipment for modern play. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

WINNER ATHLETIC INSTITUTE Keep Fit AWARD FOR ATHLETICS AND RECREATION

Wilson
SPORTS EQUIPMENT

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

IT'S WILSON TODAY IN SPORTS EQUIPMENT

or she showed good sportsmanship and citizenship and 100 points for each contest or match which he or she won: Dramatics, Salvage Drive, Arts and Crafts projects (completed), Dancing, Adding to a Hobby Collection, Athletic Badge Contests, Bringing New Members to the Playground, Basketball, Horseshoes, and Badminton.

The awards were made at the closing day celebration.

Postwar Veterans' Victory Vacations—The Milwaukee Road headquarters in Chicago is serving not only returned veterans, but everyone vacation bound in issuing the bulletin *Postwar Veterans' Victory Vacations* which gives information about some of our National Parks and Forests, vacation attraction of Montana with its dude ranches, the Black Hills of South Dakota, and other interesting vacation places of the West.

The suggestion for the publication of a booklet of this kind came from an overseas veteran who wrote: "The fun and benefits of re-seeing America is just the kind of pick up we all need."

Keeping Up with the Wigglesworths

"ONCE UPON A TIME" there was a boy named Henry Aldrich who has come to be a byword for adolescent youth in thousands of households all over the country. Henry Aldrich has had a varied career in art, but perhaps, his largest following was made up of the men and women, boys and girls who heard his exploits with their ears through the medium of radio. So popular did these exploits become that they have been used as a kind of basic formula for other radio programs having for their purpose an aim not concerned with the sale of the myriad products of the technological age.

Latest comer in this field of radio programs is the New Tools for Learning series *Keeping Up with the Wigglesworths* now available for air use on local broadcasting stations.

The Wigglesworths make up a family not unlike the Aldriches, with Snuffy Wigglesworth holding the center of interest. He is surrounded by Father and Mother, Uncle Will and Sister Barbara, and by a company of adolescent friends of both sexes who move in and out of the twenty-six programs with entertaining and amusing results.

But, though the Wigglesworths and their friends entertain and amuse their hearers, that is not the main aim of their creator. New Tools for Learning is supported by the Alfred P. Sloan Foundation which is concerned with popular economic education. What lies behind the Wigglesworth series is the desire to focus attention on some of the burning economic questions of the day in such a way that people who find it difficult to follow the professional economist's discussion of such questions as Bretton Woods or foreign trade will see these large issues in the light of their own everyday concerns. Snuffy's adolescent interest in making pocket money is the peg on which the series is hung. For instance, by banding together with his friends to help a boy whose delivery business has been wiped out by fire, Snuffy discovers the basic principles of Bretton Woods, and by competing with a power lawn mower he learns that cheap labor by itself cannot produce as efficiently and cheaply as skilled labor using machines. Therefore, cheap foreign labor by itself cannot undersell goods manufactured in the United States by machines.

The series has been produced with the best professional radio talent available. It holds the interest from start to finish and does with finesse a job that could not have been easy to do. It deserves to get the best possible community usage.

One way of using the series might apply directly to recreation centers, especially to those who are directing a part, at least, of their thought to the adults in the community. For the series can well serve as a jumping-off place for adult discussion groups who would like to consider the questions that are taken up in the scripts. Snuffy's father is the prototype of the conservative, not to say reactionary, isolationist. He presents all the arguments for non-interference in foreign affairs, for high tariffs and the lowest possible taxes. He has, too, many of the usual prejudices against "foreigners" and their governments. The two points of view, therefore, are set out in bold outline so that the lines of a discussion are clearly defined beforehand. A discussion group could well be set up to hear the programs each week that are presented and to go on from there with a more thorough analysis of the situation involved.

Incidentally, if your local radio station is *not* planning to carry the series and you would like to be able to use it, a little pressure from community organizations may well turn the trick for you. These programs are clearly and definitely "in the public service."

Window Nature Study

(Continued from page 474)

the inner and outer windows determines to no small extent the existence and the nature of frost designs on the inner window. These designs will be affected also by the humidity of the air within the schoolroom, and humidity affects the mental activity of the children who must breathe the moist air. Window laboratories may help to make humidity more than a word that is hard to understand.

A closed terrarium on the window sill will present in miniature the water cycle in terms that any child can understand. A part of the terrarium exposed to light and heat may appear free of moisture, such as shows in the cooler, darker portions. With a crayon a child may easily trace on the glass a natural isotherm and a natural border between two regions of differing humidity. These isotherms will change before the child's eyes, and it will not be necessary to wait until the official weather map comes tomorrow to see what will happen. With a little maneuvering of the shades or of the terrarium, a child may make it "rain" in his little glass-enclosed "world," or at least he can make the humidity reach such a concentration that drops run down the side of the glass.

Some of the newer kinds of glass that are coming on the market permit the passage of ultraviolet light while others bar it, and many vary in the amount of heat they transmit. Some of the new kinds of glass are available through mail-order houses or through stores that supply building materials for poultry houses. Provision must be made to expose the outside of the terrarium directly to the out of doors.

IN EVERY FIELD OF SPORT...
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Making Miniatures Is Fun

By AMY ELIZABETH JENSEN

AS A LITTLE GIRL, I always enjoyed watching my mother straighten drawers, organize the sewing cabinet and pack things into boxes to be stored in the attic, a room I still find most fascinating. The articles, which she handled, were not just common things to me, but were rather, in my mind's eye, transformed into interesting miniature creations. However, it was not until recently that I really decided to do something about this creative urge. The result was a series of miniature rooms built to scale and complete with accessories.

For the backgrounds, I used pieces of cardboard, plywood and wallboard, covered with gift wrapping paper, wall-paper or paint. To decorate these walls, pocket mirrors and pictures, cut from advertisements and greeting cards, were framed in attractive ways. Pieces of velveteen, turkish toweling and woven mats made the floor coverings. Ribbons, net, lace, old curtains and other scraps furnished the materials to drape the windows of glass, which was removed from picture frames. Such materials were also used for spreads, dressing tables and other things. Empty chalk boxes, built up and plastered, became charming, cozy fireplaces, filled with "twig" logs. The furniture patterns were drawn freehand and then were squared so that all parts fit perfectly when glued together. These pieces, made of plywood, were cut out on a jig-saw, sanded and either painted or stained. For dainty chairs and tables, bone crochet hooks and lollypop sticks and matches were used. Spices, small beads and flower macaroni simulated carving, and parts of old jewelry made excellent pulls for table and chest drawers. Leather, oilcloth, velvet, ribbon, petit point from compacts, and other materials upholstered various pieces. Dainty but-

tons became dishes, trays, candle holders, and paper weights. Fashioned from a pair of kid gloves were a desk set and waste basket decorated with tiny flowers. Lamps were made of beads and cardboard darning spools covered with silk and finished with fine cording. Vines and flowers cut from old boutonnieres were placed in small bottle tops and other containers. Old ring settings, buckles and leather surrounded snapshot portraits. Covered with gay paper were small pieces of wood made to look like books. Charms for bracelets and other novelty jewelry were used for bric-a-brac. These and many other unusual accessories added charm and color to these lilliputian rooms, making each setting realistic.

Upon completing the rooms, I decided to make the occupants too. Beads built up with plastic wood fashioned the heads of the dolls with painted faces, and wire wound with string made bodies which were placed in different positions. The clothing, of course, was sewn from scraps of cloth.

Santa Comes to Roseland

(Continued from page 453)

organizations such as the chorus, the rhythm band, the drama club, the groups of small children; and other leaders rehearse with them as they learn their numbers in dance, drama and music. All the group uniforms, like the patriotic red, white and blue suits for the rhythm band, are made in the community clothing clinic.

Purchases of 600 boxes of assorted Christmas candies and 900 apples are made from funds raised by the Council. The children enjoy the annual party and all other groups promoting holiday activities use the decorated tree and Christmas setting for their social program during the season of Yuletide.

When Santa first came to the party he was a senior in high school. The next two years he was away in college. The tenant council solved that small problem by mailing him a round trip ticket along with a request to the head of the school for his services. This year a change may have to be made because Santa is now a member of the U.S. Army Air Corps stationed at Tuskegee, Alabama, and Army furloughs are not so easily obtained. This year, too, there will be another innovation, this one of a voluntary nature. Mrs. Santa will come along to this very special celebration in a housing project that lives in and through and by and for its tenants.

Dancing Mothers

"I'M BRINGING little Judy to your classes because I want her to enjoy some of the advantages that I never had," says Judy's mother who, in nine cases out of ten, comes along and sits on the sidelines and keeps time to the music and experiences a second-hand thrill. But, down in Memphis, Tennessee, the mothers of all the Judys and their friends don't have to be just spectators, because in Memphis a group of dancing mothers (young and not so young) can really keep up with their dancing daughters.

When the idea of the Dancing Mothers first began the members of the group learned only simple steps so that they could help their children at home. But they became rapidly more proficient and soon they knew several full routines. They knew, too, how much real fun it was to participate in dancing activities.

One day, when they were busy making costumes for their children, the director said, "Why don't you each make yourself a costume?" The response was suspiciously quick. Thus, the Dancing Mothers became sewing mothers too. From that moment on they met at the Community Center two mornings a week to dance and sew. And, when the Center closed in May, they appeared with their daughters on the final program, *South American Fiesta.* The children did a simplified Conga, their mothers an effective dance with large trays of flowers.

Later, the mothers entertained wounded soldiers at Kennedy General Hospital. In the Recreation Department's closing summer pageant, *Cinderella,* the youngsters were "Water Babies" and the mothers were "Statues" in the garden scene. For the fall of 1945 the Dancing Mothers planned a dance with enormous fans, modeled on a number from the *Skating Vanities.*

Not the least important factor in the success of the Dancing Mothers is the way they have risen in the estimation of their children. One youngster looked up at her mother in the dressing room on the night of performance and said, "Mother, I never knew you were so pretty!" and another was overheard remarking, "I thought mother was lots too old to dance, but she isn't."

Of course, the Memphis Recreation Department has other activities for this same group of mothers — hat-making, gym, handcraft — but the dancing, with its logical conclusion in a public performance with pretty costumes and a lot of applause, seems to satisfy a long-suppressed desire.—*Eunice Ware.*

Middlebury, Vermont, Has Some New Ideas About Playgrounds

CITIZENS OF MIDDLEBURY, Vermont, who were recreation-minded put on their thinking caps and came up with some novel ideas about a children's play area. They used for the site an old barn foundation. The granite block walls fence in the children from the rest of the area. One section is given over to a huge sand area and another to a space for picnics with a fireplace in the corner. Some of the granite blocks have been retained for stepping stones and the children have a fine time jumping and playing — like the jay bird who hopped from limb to limb.

The ingenious play director uses large log blocks for seats which are scattered around the trees and used especially for the story hour. A great broad plank "doubles in brass" as another story hour seat and an effective balancing board.

A small playhouse made of logs with a flat roof provides endless opportunity for all kinds of activity. The roof of the little house becomes the deck of a ship or some other fancy, and it is a wonderful place for safe climbing. Inside the little girls love to keep house. The logs for this very multiple use piece of equipment cost $18. An additional fifty cents went for nails. Busy fathers somehow found the time to build it after play (and work) hours were over.

Elaborate games and toys have not been found especially needed here. The smaller children, for instance, those youngsters of four and five and six, both boys and girls, are fascinated by old, discarded hats. One morning session literally blossomed into a gay parade of hats of every hue and shape trimmed with flowers of every known variety (and many that existed only in the imagination of an ancient milliner!) The cost for this equipment was just exactly nothing. But it gave many children a great deal of pleasure.

Nature Adventuring in Winter

(Continued from page 472)

never heard of it before and it has no commercial value but it sounded interesting. We found the quarry and, given permission, poked around it till we located several specimens which we now display with vast pride to our friends who also had never before heard of a mineral "leather."

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I also read of the "black sands" on the beach a few miles from Santa Cruz—black because sometimes better than 50 per cent of the sand is composed of grains of magnetite, a very magnetic iron ore. That sounded interesting so we headed for that beach, armed with a horseshoe magnet, and a quart jar. We came home with a bucketful of sand to share with several of my nature study teacher friends. The magnet, passed through the surface of the sand, attracted strings of magnetite grains till it looked laughably like the chin of a man who hasn't shaved for a fortnight. Back home, an auto repair man gave me a stronger five-inch magnet from a magneto and I phoned those teacher friends to come over to experiment with our loot. No youngsters on a Hallowe'en ever had more fun. First we sprinkled some magnetite grains on a thin sheet of paper placed above the magnet and watched the grains move into the "lines of force" exactly like a drawing in my physics text book. Then there was a wild scurrying over the house collecting materials to test for their "transparency" to the force of magnetism. We had fairly correct ideas about non-conductors of heat and of electricity. This

magnet business knocks those into the scrap-heap! Magnetism acts with seemingly undiminished vigor through a thick slab of plate glass, three-ply wood (my bread board), my aluminum cookie sheet, the double thickness of a rubber hot water bottle, sixteen layers of a folded handkerchief, a dinner plate, and the thick leather sole of my son's boot. Whee, what fun! Magnetism is effective even through the palm of one's hand to the extent of making the grains stand on end but does not arrange them in lines of force. An enamelled cooking dish and a painted tin tray alone were not "transparent" to the magnetic force, not, (as we learned from the text) because of the enamel, the paint, or the tin, but because of the iron base of both these articles.

A Stanford professor tells me these "black sands" are very common the world over, wherever igneous rocks have disintegrated and been washed into streams, lakes, rivers, and oceans. Many of you should be able to locate some within a reasonable distance. A magnet will separate the magnetite grains from the plain sand grains. A tablespoonful is enough to play with as we did. Do get yourselves some and watch magnetism perform before your eyes.

I could suggest twice as many projects but these, I hope, are enough to convince you that nature adventures need not be put on a shelf through the long winter months.

COME OUT! COME OUT!

Music for the Multitude

(Continued from page 477)

chosen for their ages and interests — good music that is, at the same time, fun to sing. This fall the older children on the playgrounds sang songs of many nations until it was time to start rehearsing the music for the Christmas program when youngsters from all the playgrounds are massed in one great children's chorus. The choruses are massed too for the Summer Festival, and throughout the year individual groups "perform" at playground parties. Any child is welcome to take part in any of these singing sessions.

Special music activities are arranged for the teen-age group on three playgrounds. These young ladies and gentlemen have their own music director who works with them and leads their performances.

For girls in high school or college and for young women who work during the day, there is a Girls' Chorus which rehearses one evening a week for two hours. They review familiar songs, study new material and sing old favorites for the joy of the singing. This fall a similar group for boys is planned. Any boy who loves to sing is invited to come and have a part in learning music designed especially for boys' voices.

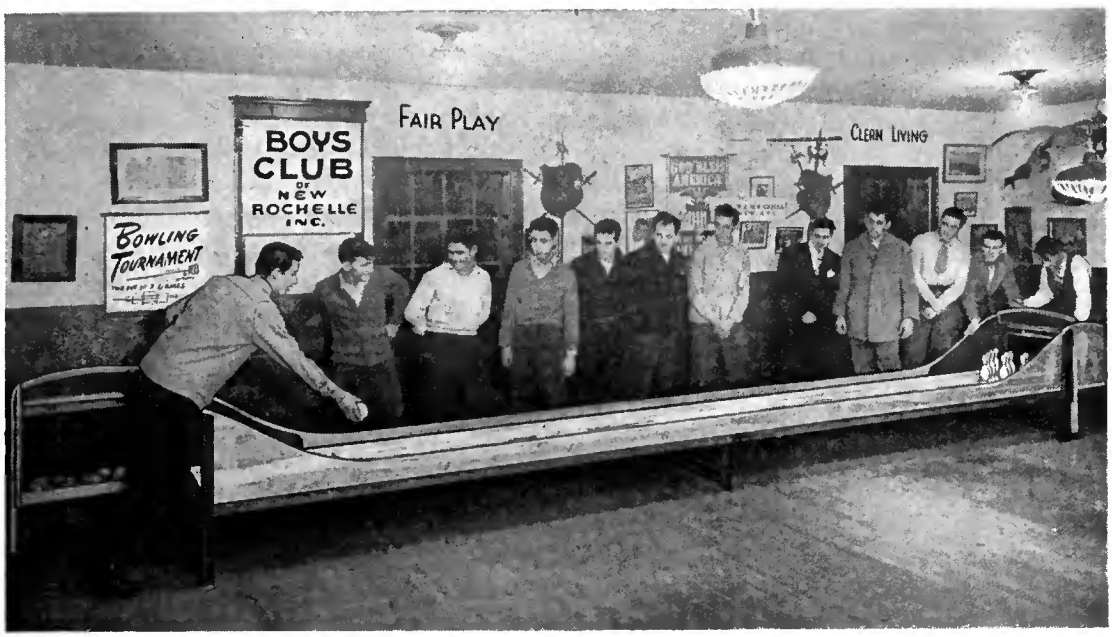
Younger children can get valuable musical training in one of the playground toy symphonies. They learn many things, do these youngsters, about the relationships of the orchestra's instruments and its choirs and many of them have their first introduction to standard musical works that will be good friends to them throughout their lives.

Chicago

The Chicago Park District is embarking this year on an entirely new musical venture. During the summer of 1945 auditions were held to select soloists for the Grant Park Concerts. A surprisingly large number of talented singers were "discovered" at these auditions. They were, many of them, interested in operatic singing, but they needed training in the techniques of acting and performance. Accordingly, the Park District established an Opera and Operetta Guild. The musical director of the Midwest Opera Company agreed to conduct rehearsals and performances. Thus, another musical activity of note was added to those already represented in Chicago by the South Side and the West Side Symphony Orchestras. And thus another opportunity was given to the "average" person to learn to sing.

Last Words

It may be argued that these are special cases, that few communities can offer such outstanding musical leadership as San Francisco and Chicago and some of the other large cities like them. There is, of course, some virtue in that argument. But innumerable smaller communities — communities less blessed with nationally known musicians—are using high school music supervisors, college teachers, local choir directors and organists and music teachers to develop local choruses, symphoniettas, ensembles, bands to the greater glory of the town and the greater pleasure of the town's people. At long last music is being made available not only to the chosen few but to the multitude.



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Convalescing Can Be Fun

(Continued from page 468)

put up fences, under the instruction of former civilian farmers and graduates of scientific farming schools. Many of the vegetables and fruits used by the hospital's mess halls come directly from the farm.

Any would-be sailor among the patients feels quite at home with the "Convalescent Navy" which consists of some twenty-five boats. Included in this array are sailboats, motor launches, high powered barges, outboard motor boats, canoes, and rowboats. A recent addition to the "fleet" is a sixty-foot cabin cruiser which will be used for deep sea fishing trips and excursions into the many bays and inlets of famed Puget Sound.

A fleet of buses carries the men to their private swimming beach where they enjoy the facilities of a complete beach house and outdoor fireplaces. A stable with twenty-six horses is available to them and a near-by golf course, with a former national champion PGA instructing, offers them free use of the course and clubs. Some 200 bicycles are available at all times and it is not an uncommon sight to see an entire "platoon" riding down the streets preparatory to taking a trip through some of Washington's lovely and scenic areas. Needless to say, former infantrymen get a kick out of this type of transportation.

Even the evenings are full of entertainment as an efficient Red Cross and Special Service staff plans several weekly dances which are attended by lovely hostesses from local communities. Many of

the patients spend evenings in private homes, or attend concerts or stage productions. Various civic and social groups entertain the men with free trips to boxing and wrestling matches, and every football game in the vicinity finds the choice seats on the fifty yard line filled with cheering G.I.'s from the Convalescent. Every Sunday, buses take the patients to beautiful Mt. Rainier and the opening of the hunting season finds many of them shooting for sport instead of sighting some Jap or German, as so many of them were doing only a short time ago.

For the patients' recreation between classes numerous snack bars dot the corridors, and quiet rooms and music rooms are open daily. A library containing the newest editions is in constant use. If a patient should feel in need of some quick gymnastics, too, small remedial gyms have been set up with such things as bar-bells, rowing machines, pulley-weights, chinning bars and stationary bicycles.

Regardless of where he goes the patient cannot help but run into some recreational activity that will appeal to him. The hospital's motto, "Something for Everyone to Do" has come true.

Full Lives for the Aged

(Continued from page 465)

when invited to regular gatherings, and we're sure that sooner or later we'll be able to hit on some projects of special interest to them."

Meanwhile, the Yorkville Civic Council and its cooperating agencies have been planning for expansion of the recreation program for elderly persons in the community. In a special message to a selected list of social, health and recreation agencies, the Council described the work of its Committee on Recreation for Older People, and asked each agency to consider how its program might be adapted to meet the needs of "our older friends." Urging that agency executives re-examine their programs in the light of the aging population, the message concluded:

"The committee believes that much more can be done by Council members for this group of people. Won't you give some thought to this matter, and let us know your plans? We may be able to help you. We want to have Yorkville known for the opportunities it provides for our elderly neighbors. Won't you get in touch with us, so that together we may channel back to the main stream these members of our community?"

The Do-Something Club

(Continued from page 462)

mals. Also making animal-shaped bean bags. Birds and frogs design well for the latter project.

3. Making Mexican bowls from paper and glue and decorating (after dry) with Mexican scenes using showcard colors. Shellacking is the last step here. Bowls can be used for crackers, popcorn, or potato chips.
4. Designing and making Indian animal headdresses from cardboard. These are cut out, painted to represent the animals' faces, and worn as headgear in Indian dances.
5. Carving small vases from reconditioned candle wax. After the vases are made, a contest for the best flower arrangement can be held. During one of these contests at our museum to which a garden specialist had been invited to judge, a boy won the first prize.
6. Pictures worth framing made of scraps of colored felt on a background of monkscloth.
7. Wooden buttons with original Mexican designs accomplished by means of the new plastic that really hardens.
8. Pressing and mounting and labeling tree leaves. Also blueprints of weeds and common summer wildflowers as well as leaves.
9. Collecting insects with nets, killing in a jar for the purpose, relaxing, mounting on boards, and later placing in homemade Riker mounts. Common names were used when labeling specimens.
10. Hammering and staining useable wooden bluebird boxes.
11. Stencilling original designs on cloth (usually unbleached cotton). Boys placed colored designs on their shirts, while the girls made small luncheon sets.
12. Burned wood. Pencil sketches from the Museum's mounted birds and mammals are transferred to plywood plaques, small trays, or belt pieces. Later they are tinted with water colors and shellacked. The belt pieces are strung with boondoggle and worn by the maker.
13. Clay modeling. Small animals, lapel pins, bas reliefs are modeled by hand. Later these are fired and glazed, fired again. In the summer most of the pieces are given a slip decoration.
14. Paper animals can be constructed from rolled newspapers covered with strips of paper

toweling applied with glue or paste. When dry, they can be painted with showcard colors. Assorted animals make a splendid indoor circus, are very attractive at the exhibit.

15. Rag doll marionettes (with weights in their feet) are easy to make with relatively small children. Clowns, Indians, and animals are favorites with the young people.

The popularity of our Do-Something Club might be summarized as follows:

1. The children work only in the mornings when it is cool and they are not tired. Sometimes they work out-of-doors.
2. They have a choice of projects.
3. The four different groups working in four different rooms (sometimes it is just three groups) on different projects gives a foretaste of the departmentalized classes of the upper school grades or high school. This lends a "grown-up" air to the activity.
4. The constant use of hands. Craft work is much neglected in most schools; written work is often overemphasized.
5. Companionship. We all like to be with congenial friends, to work with them. So do children. Lasting friendships formed in Do-Something Club the past four summers are already apparent.
6. The program and exhibition for the parents the last day of the club's meeting give an excellent objective toward which to work. It is an honor to have an object on display, or to be asked to work on a committee.

Grown-ups often lay down the rules, but perhaps the children are right about the crafts. It has been stated that serious functional disorders of the human body can be traced to lack of exercise, such as walking, swimming, and really working with our hands. Let us build our junior programs to include these essential activities, especially in our schools and museums. The playgrounds and summer camps have already beaten us to the goal.

Play Center for Youngstown Children

(Continued from page 463)

selves as fun. They had learned, too, that for *good* fun, you need certain fundamental tools that must be acquired.

There was no "discipline" problem. Interest in all the activities was almost constantly at the boiling point. There was neither time nor inclination for bad behaviour. Children too frequently late to school in the winter, stormed the Center's doors at 7:30 A. M. "rarin'" to get to work.

Meanings

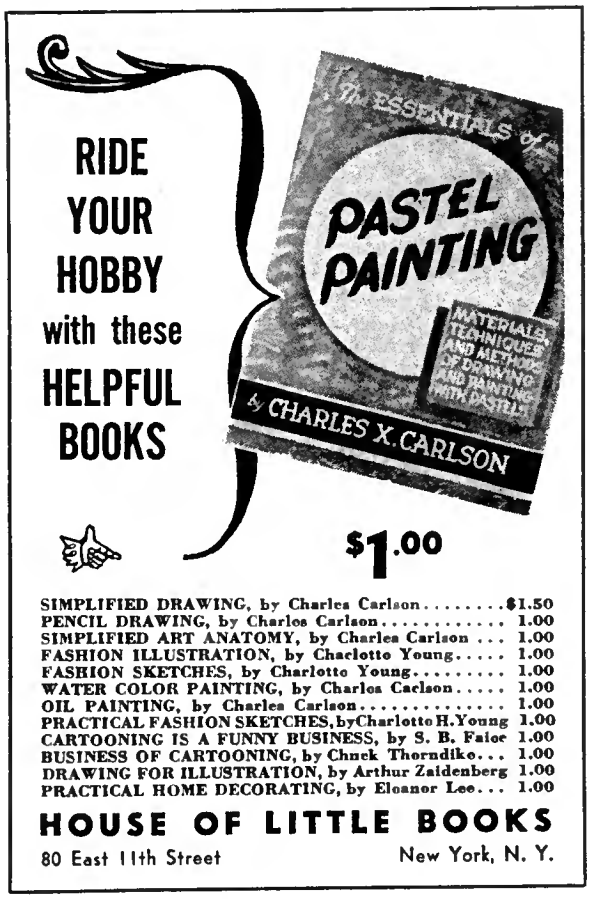
The school had handed itself a job—a job that was potentially loaded with all kinds of dynamite. There can be little doubt that the job was worth the doing—for the children and adults of the six school districts who came to the Center; for the men and women who sacrificed their own leisure time to new experiences and to a new understanding of their old jobs; to the community enriched by citizens whose horizons are wider and whose experience is fuller because they spent two weeks at the Play Center.

Combine and Conquer

(Continued from page 466)

done well with this, as they have in their duties as recreation leaders for women's conditioning classes and young women's badminton and volley ball workouts.

Any well-rounded recreation program should include a variety of activities that will meet the interests and abilities of all. The recreation director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tried to accumulate all news and information concerning the various activities carried on by civic organizations in the community. This helped everyone to see all forms of recreation going on within the community and gave them an opportunity to choose the activity most interesting to them.

For instance, one of the local labor unions sponsored smokers. The University conducted a series of lectures and forums. The Public Schools increased their number of public performances and schoolroom parties; the high school PTA promoted monthly high school dances; the American Legion hall was open every Saturday night for social dancing; the City Recreation Department fostered an old-time dancing group which met twice a month and promoted a chess club; the University dramatic, music and athletic departments provided a full schedule of activities. Through cooperation between the civic organizations and University departments, it was possible to carry out a diversified and well-rounded recreation program.

At the annual banquets of the Rotary Club, Chamber of Commerce, and American Legion, the University faculty shared in the attendance. At the latter affair the University faculty quartet furnished part of the program. A number of the faculty have spoken before these groups at their regular meetings from time to time. The friendliness between faculty and businessmen is very inspiring and seems to be increasing. The combination of community and University students and faculty in the orchestra, the opera, the chess club, the community basketball leagues, the volley ball tournaments, the old-time and square dancing clubs all contributed to better community-University understanding.

The community recreation program was possible because twelve community and civic organizations, including the University, banded together and got the program voted upon by the people. Then funds could be allocated to meet the needs of a year-round recreation set-up. Using this group as a nucleus, the Community Coordinating Council of Forest Grove was organized. It consists of all organizations in the city, including governmental services, private social agencies, civic, religious and labor organizations. Fifty-six groups are represented. It is the function of the Council to coordinate the activities of these various groups for the best service to the entire community. It is hoped that this Council will be used as a clearing house for community thought and action in order that greater unity and purpose may be developed among the existing organizations. Plans call for a city planning committee, a committee on city supervision of music, a standing committee on a community recreation center, a community memorial hospital committee.

There were 6,206 participants in the activity program in the gymnasium during the first six months of the program. The cost to the community is only twenty cents per person. This would be greatly increased, however, if there were a charge made for rental, heat, light, and water for the various buildings used. This cooperation between the city and the University is very commendable. Those participating in the program have been generous in their praise of the University for putting these facilities at their disposal. Students studying in the field of Physical Education and Recreation have been fortunate in being able to apply their class work by assisting in the recreation program for the community. The practical experience they have received through this type of laboratory work has been a great help in the University's educational program.

Make Believe Land

(Continued from page 459)

twice, each cast having a chance to play a performance. That the young actors look upon the experience as worth some sacrifice is witnessed by the fact that each child agrees to give up all other out-of-school activities during the six or seven week rehearsal period and, with his parents, signs a statement to that effect. Rehearsals last from four to six in the afternoons.

Not only do the boys and girls take the appropriate parts in the plays, but they also fill all production jobs except directing and designing. Each

actor is responsible for his own costume. An important part of the experience is a lecture in the fundamentals of stage technique which starts every cast on its rehearsing.

The audience is no sit-and-take-it-politely-whether-you-like-it-or-not group. There is, probably no more vocally appreciative group than an audience of children from seven to twelve years old, and when 300 of them crowd into an auditorium you can be sure that sooner or later one of them will be "right in there pitching" with the actors. Thus, in St. Louis, one "first-nighter" at *Cinderella* remarked with very audible disgust, "That ain't wine, Prince, that's a make-believe!" The chances are a hundred to one in favor of some youngster having to be hauled back bodily from crawling on to the stage in the middle of a scene. Between the acts in St. Louis the audience gets rid of excess energy by singing under adult leadership.

Possibly of all the audiences who have seen the Children's Playhouse productions, the most interesting included forty boys and girls from the Central Institute for the Deaf. They had been provided with scripts in advance of the performance and so were able to follow the story without too much difficulty. They were part of an audience from the city's institutions at one of the prevue nights. These institutionalized youngsters are asked to come to each opening night's performance as guests of a group of patrons, organizations and sponsors whose donations make it possible to give a "free" performance. It has been necessary to charge a fee of $2.55 for a season ticket to three plays (for single tickets, the price is a little higher) in order to defray production costs. But the organization hopes in time to bring the price down to twenty-five cents a ticket. Director's fees, it should be added, contribute nothing to the cost of productions because the directors donate their services — and stoutly maintain that they would rather direct children than adults because children take direction more readily and learn their lines more quickly.

Spit and Argue Club

(Continued from page 460)

priority over all other speakers. The debate in no case shall last more than an hour and forty-five minutes."

"If a disturbance occurs, the chairman shall quell it. If he is unable to do so alone, he shall call on the committee for assistance."

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"Any kind of entertainment is permissible from the rostrum provided it is carried on in a decent manner."

The rules governing the language of speakers do not prevent them at times from expressing in no uncertain terms their scorn for an opponent's arguments. One speaker described his fellow members as "supercilious, loquacious, ostentatious, bombastic, fulminating fiascos and aberrations chatterers." Aside from that, however, he credited them fully and freely with being gentlemen and scholars!

The careful administration by the chairman of the rules of debate applies only on the rostrum. In the informal talking and visiting area, sometimes referred to as the "free-for-all argument and hecklers' group," one leading member claims that "as a rule only six people will talk at the same time."

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It is difficult not to be a bit flippant in commenting on this unusual center and its unusual habitues, but—seriously speaking—there is much of intellectual interest heard here. Many speakers are well qualified to discourse on their favorite subjects, and considerable debating skill is frequently exhibited.

As to community singing, it often partakes of the truly inspirational; and no observer can doubt the great satisfaction that comes to the square dancers from the opportunity to swing partners and beat out the time as they did "way back home."

"The University by the Sea" has been referred to as "the most unusual club in the United States," and in normal times it is visited by thousands of interested tourists. Members are any and all individuals who attend, with full rights to vote and to take part in activities. There are no initiation fees or dues. Regular attendants are an interesting cross-section of humanity. Many colorful men and women, some startling in their unusual, even bizarre, costumes or adornment, stand cheek by jowl with people in working clothes. Nor is the precise appearance suggesting the retired professional or business man absent. A variety of races and nationalities, too, are in the group.

Reference was made to the similarity of this forum to the old American village customs. It may be that the likeness should be one of much more ancient date. Does it not call to mind scenes we attribute to the golden age of Greece? With only a little imagination we can see on this platform in Long Beach the counterpart of the Athenian philosopher Socrates and his pals contending over many of the same questions more than 2400 years ago.

A Community Theater Serves the Service

(Continued from page 458)

found necessary to build an entirely separate set of scenery since that used in the regular theater could not be easily transported and adapted to smaller stages.

When Dibble General Hospital was established it, too, was added to the "circuit" but it presented an entirely different problem. Consideration had to be given to the varying conditions and types of injury of the men who would attend the performances. Few, if any, of the plays could be produced for all the men indiscriminately; considerable selecting had to be done by the hospital staff with the particular play in mind so that those patients who could not stand it would not be over-stimulated. It was necessary also to broadcast the performances over the inter-ward radio to those unable to be moved to the recreation hall and in some cases programs were taken into the wards when this seemed desirable and practical.

Now, with the war over and an ever-increasing number of patients assigned to the hospital, the newest trend becomes apparent. Many patients not confined to their beds or the hospital premises are manifesting an interest in playing in the shows themselves. Again that link with civilian life holds out its attraction and already a number of these men have participated in the theater productions. The plays are still being taken to the hospital and will continue to be taken there so long as the authorities desire them, and more and more, efforts will be made to encourage participation by the patients. A factor of no little significance in this matter of patient-participation is the psychological effect it has upon the other patients when they see and hear one of their own group taking his place in the pursuits of normal civilian life.

This phase of the work is now the only one left of the comprehensive program that grew up during the war years when as many as nine different posts were being served, but it is by far the most important. During the war the program served almost exclusively an entertainment need. Now that same program has become a therapeutic device.

The entire Recreation Department recognizes its opportunity to serve in this capacity through its many and diverse activities and the theater as a segment of this Department realizes the large share it can play in carrying out the program. To the theater must go the credit for first sensing the need, and further, for endeavoring to meet it. To the theater now falls the obligation, and a welcome one it is, to provide, as its Director, Ralph Emerson Welles, has so aptly stated it, "The vision of a light rekindled in a dimming mind, the rebirth of the will to walk, to see and to think again, by many who had lost all such desire."

Christmas in San Francisco, 1945

(Continued from page 451)

ens appear. One brings a jeweled crown for the Princess' head, another brings golden slippers for her feet and still another brings a jeweled saber for the Prince. Complete happiness prevails. It begins to snow as the snowflakes and their Queen vanish into the depths of the forest and end the second scene.

The third scene takes us back to the village. The two little waifs, now a Prince and a Princess, return and are given a rousing welcome and feted as becomes their majesties. Peasant folk hustle about improvising a throne for the occasion. After the Prince and Princess have been seated, other peasants arrive bringing gifts to lay at their feet. The festival continues with gaiety unbounded, and joy reigns supreme.

This briefly describes the story and the action of San Francisco's 1945 Christmas fete. There will be about 800 people taking part for an audience that will probably number about 3,500.

The Nativity Tableaux (see frontispiece of this issue of RECREATION) is a traditional part of this annual Christmas program, and it will be presented again this year. A children's chorus costumed in white robes and carrying lighted (electric) candles will walk again down the main aisles of the Opera House to the stage in processional form singing "Joy to the World." When they have reached the stage they will sing the well-loved Christmas carols as a fitting accompaniment to the Christmas story presented in tableaux, beautifully staged and lighted, in a frame above the chorus. This will be, as it has been for many years, the high and solemn and most beautiful point in the Recreation Department's Christmas celebration.

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Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Pencil Points, October 1945
The Acoustics of Music Shells, (Part II) Henry L. Kamphoefner

Beach and Pool, September 1945
New Design Permits "Three-Way" Pool, Pfc. Henry Holmes
Let's Talk About Scarehead Polio Rumors, J. A. Van Gilse, USNR

Scholastic Coach, October 1945
Accident Insurance for All, Bill Letwin

Journal of Health and Physical Education, October 1945
Creative Dance Programs for Children's Summer Camps, Lilian Zaner
Water Target Ball

Childhood Education, October 1945
Entire issue devoted to "Strengthening Family Living"

PAMPHLETS

Standard Sports Areas for Industrial, School and Public Recreation
Industrial Recreation Association, 1 North La Salle, Chicago 2, Ill.

Enlarging Is Thrilling, don herold
Federal Manufacturing and Engineering Corporation, 199-217 Steuben Street, Brooklyn 5, N. Y.

Program Patterns for Young Radio Listeners, Dorothy Lewis and Dorothy L. McFadden
National Association of Broadcasters, 1760 N Street, Washington 6, D. C.

Books in Review
National Parent-Teacher, 600 S. Michigan Blvd., Chicago 5, Ill. 10 cents

Selected Motion Pictures, 1945-1946
Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y. Other offices in Dallas, Texas; Chicago, Illinois; and San Francisco, California

Investing in Yourself, Ruth Strang
Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth Street, NW, Washington 6, D. C. 25 cents

For Freedom's Sake! Percy J. Burrell
Baker's Plays, 178 Tremont Street, Boston, Mass. 50 cents

1000 Games and Stunts, Harry Edgren
Consolidated Book Publishers, 153 N. Michigan Avenue, Chicago, Ill. 13 cents each, or 2 for 25 cents

Youth and Your Community, Alice C. Weitz
Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, N. Y. 10 cents

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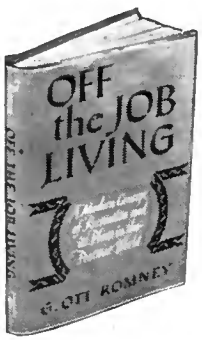
Important Recreation Books



OFF THE JOB LIVING

A Modern Concept of Recreation and Its Place in the Postwar World.

By G. Ott Romney

Here, written by a nationally known authority, is a new, important contribution to the recreation field. What is the need for recreation in today's world? Is there a place for it? What constitutes a sound recreation philosophy for you or anyone else? Mr. Romney answers all these and many other questions as he discusses society's obligation to provide recreation in school, community and industry.

Using an easy, informal style of writing, the author has succeeded in producing a book full of human interest and understanding, one that every teacher, student and leader in recreation will find helpful. **6″ x 9″ Cloth $2.75**

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These books will tell you what to do and how to do it for every social occasion:

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A. S. BARNES & COMPANY

67 WEST 44th STREET **NEW YORK 18, N. Y.**

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New Publications in the Leisure Time Field

Off the Job Living

By G. Ott Romney. A. S. Barnes & Company, New York City. $2.75.

A "MODERN PHILOSOPHY OF RECREATION" might well be the title of this book on recreation, and "accentuate the positive" its theme song. For Mr. Romney accepts no negative approach to recreation, no "dwarfed conception." "Recreation," he says, "is much more than a vacuum cleaner to remove black spots from city maps. It is a positive force and demands the positive approach" . . . It is no "disinfectant for juvenile delinquency" . . . "It is not subsidiary to any other social services or concerns. It is on a parity with them and distinctive in its own right."

This theme of the essential worth of recreation in its own right challenges the reader in every chapter as Mr. Romney discusses recreation as democracy's fifth freedom, as a way of life, as an end unto itself; its place in the war effort, in industry, housing, and institutions, and its many ramifications in satisfying living. Nor does he ask his readers to accept his "say-so." What he has to say about recreation in its many relationships he reinforces from his own experience and that of others, and with graphic illustrations and examples from things that are happening in all parts of the country.

Here's How It's Done

By Florence B. Widutis. The Postwar Information Exchange, Inc., New York. $1.

ARE YOU LOOKING for suggestive material to be used in study groups or discussion groups of adults or "young" adults? Or are you concerned with ways of educating the community about your own program or about other programs that are or should be functioning in your community? Here is an answer to your needs. The Postwar Information Exchange, Inc., assisted by the Carnegie Endowment for International Peace has prepared a pamphlet whose uses can be many and varied since it covers all the fields of community action generally in use today with pertinent and intelligent suggestions on the most effective ways to use them. Recommended.

Three Aids to the Drama Program

Assembly Program Suggestions, edited by Ernest Bavely. $.35.

Planning and Equipping the Educational Theater, by A. S. Gillette, $.60.

How They Were Staged, edited by Earl W. Blank. $1.60. The National Thespian Society, College Hill Station, Cincinnati, Ohio.

THESE THREE PUBLICATIONS under the imprint of the National Thespian Society should prove valuable to drama groups. *Assembly Program Suggestions* is a compilation of successful short programs for special occasions described by their producers. *Planning and Equipping the Educational Theater* contains valuable discussions of the ideal physical setup for a theater building. The standards suggested for the educational theater are equally valid for a community theater. *How They Were Staged* is a guide to staging forty-two of the plays often chosen for production by school and community groups. Each play is described in detail by a successful local producer. Many of the descriptions contain actual production budgets.

Youth Centers—An Appraisal and a Look Ahead

Federal Security Agency, Office of Community War Service, Washington, D. C. Free.

THIS PAMPHLET, based primarily on a questionnaire covering 303 youth centers widely distributed over the country, is an appraisal of this development in the field of youth recreation, as well as a historical recording of the contribution the teen-age club has made, and a look ahead to its possible future. A list of youth centers reporting in the study is appended together with a suggested bibliography.

The Book for Junior Woodsmen

By Bernard S. Mason. A. S. Barnes and Company, New York City. $3.

HERE IS A COMPANION to *Junior Book of Camping and Woodcraft.* Whereas its predecessor was concerned primarily with campcraft techniques, this book offers woodsmen's lore, from the use and care of saws and axes to the conducting of "roleos" and other recreational features associated with lumber camps.

This is a book of "doing." Good photographs and diagrams make explanations clear. It is a valuable addition to the library of any recreation worker concerned with camps, day camps, or other outing activities.

Legends in Action

By Nellie McCaslin. Row, Peterson & Company, Evanston, Illinois. $1.00.

HERE IS A BOOK that might have been hand tailored to fit the needs of dramatic leaders in recreation centers or on playgrounds. It presents ten short plays (10 to 20 minutes) adaptable for nearly bare stages or for more elaborate production, and each drawing its material from a different country. The plays are based on legend or customs of the U.S.A., Russia, China, Poland, England, Greece, India, Denmark, France, Mexico. The Mexican program is a dramatization of the customary Christmas celebration. Recommended.

Science of the Seven Seas

By Henry Stommel. Cornell Martime Press, New York. $2.50.

THE SEA, ITS WATERS, its tides, its shores and islands; the sky and its clouds and winds and stars; the myriad kinds of animal life that find their home in the ocean are the materials that make this study. It is profusely illustrated, an interesting addition to a nature library.

Senior Girl Scouting.

Girl Scouts, New York.

This guide for senior girl scouts is an amplified revision of *Senior Scouting in Wartime.* Though prepared primarily for the guidance of scouts themselves, it has a section on program activities parts of which contain suggestions of general interest.

Working with Newspapers.

By Gertrude W. Simpson. National Publicity Council, 130 E. 22nd Street, New York. $.75.

Probably there are few places where the average group is more handicapped than in its quest for newspaper publicity. For most laymen the world of newsprint is strange and unexplored country. *Working with Newspapers* is a highly usable chart to point the way to the best approaches to "the papers." It explodes some old theories and it explains the current policies and attitudes of the newspaper toward legitimate "publicity seekers." It is highly recommended as a "must" for any group whose public relations representative is just an untrained "guy" who must handle newspaper publicity as one part of the job.

Conditioning Exercises for Girls and Women.

By A. S. Duggan, M. C. Montague, Abbie Rutledge. A. S. Barnes & Company, New York. $2.50.

The Director of the Department of Health, Physical Education and Recreation at Texas State College and two of her students have prepared an exhaustive study of the best conditioning exercises for women. In addition to descriptions of exercises for every part of the body they have included the music best designed to fit the particular exercise and drawings to illustrate many of the descriptions.

Handbook of Knots.

By Raoul Graumont. Cornell Maritime Press, New York. $1.00.

Here is a pocket-size book of instructions on how to tie 428 different knots. Most of the instructions are accompanied with illustrations. The book is, perhaps, too technical for beginners but it should prove a valuable reference for instructors of knot-tying.

Democracy's Children.

By Ethel M. Duncan. Hinds, Hayden and Eldridge, Inc., New York. $2.00.

Ethel Duncan has recorded actual experiences in intercultural relations—and highly successful ones—with grade school youngsters in their school. Her book offers all kinds of suggestions for recreation programs using intercultural themes.

Stage Craft for Non-Professionals.

By F. A. Buerki. Wisconsin Union Theater, University of Wisconsin.

A clear, simple and detailed book of instructions for non-professional theater enthusiasts has long been overdue. This handbook is just that, written from the point of view of the beginning technician. It discusses scenery, lighting, properties and sound effects in terms that, while strictly "professional," are carefully and clearly explained. Recommended for recreation dramatic libraries.

Tennis Made Easy.

By Lloyd Budge. A. S. Barnes & Company, New York. $1.25.

Lloyd Budge, an outstanding tennis player in his own right and teacher of his very famous brother Don, has set forth here "those important fundamentals that must be mastered to allow the student of the game to progress and improve." He discusses among other things foot work and timing, forehand and backhand strokes and the serve. The illustrations help to clarify the text.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933, of RECREATION, published monthly at New York 10, N. Y., for October 1, 1945.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK, }

Before me, a notary public, in and for the State and county aforesaid, personally appeared HOWARD BRAUCHER, who, having being duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editor: Howard Braucher, 315 Fourth Avenue, New York 10, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: R. J. Schwartz, 315 Fourth Avenue, New York 10, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

HOWARD BRAUCHER.

Sworn to and subscribed before me this 26th day of September, 1945.

[SEAL.] MIRIAM S. C. DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 137 . Certificate Filed in New York County. Clerk's No. 26. Register's No. 27-D-6. My Commission expires March 30, 1946.

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Play and Worship

MAN DISCOVERS there is something bigger than he is—he worships.
Every man—nearly—worships,
Has something in which he supremely believes.

After worship, daily living is perhaps the most important thing in the world.
Comradeship, affection is, of course, a part of such daily living.

After man discovers that there is something bigger than he is
He wants to do something bigger than he now can.
He wants to become stronger, abler, happier than he now is.
He wants to grow.

Man worships—man plays.
That is the kind of animal man is.
Man reveals himself most fully in his worship and his play,
In what he places first and what he does first when he is free.

Nearly every man not only has something in which he supremely believes, he also has something he wants supremely to do.
It is of first importance to clear away what holds man back from living.
It is worth while to free man to live.

No man can give another man daily life.
Each man must find his own recreation.
Self-discipline is essential for permanently satisfying living.
Too much help from outside makes for less life.
Though we cannot afford to do too little for man's recreation
Neither can we afford to do too much.
No man should be pushed into living.

There is need, however, to create a free atmosphere that is friendly to living.
Together in the neighborhood and in the community we can care supremely for living, for long-time living, for life deep, eternal, permanently satisfying.
We can recognize that the more man becomes man the richer his play.
The more man learns permanently satisfying living here and now, from hour to hour, the nearer he comes to God.
There is no excuse for our keeping any walls that hold man back from being fully the self he was meant to be.
And play is the great creator of personality, after worship the surest means of growth.

The heart's desire is for play.
Little children play, live.
Boys and girls want to go on living.
Many families are built on daily playing, living together.
Many men and women go on living until they die.
All men everywhere want to live, envy those who keep on living.

We must keep the element of play and recreation as well as worship in daily living if we wish it to be worthy of being eternal.
We do not forget the words:

"I am come that they might have life
And that they might have it more abundantly."

HOWARD BRAUCHER

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January

Photo by Horoce Bristol

Forward in Recreation!

THE SCENE will be Atlantic City. The occasion will be the Twenty-eighth National Recreation Congress. The curtain will rise at 8:15 in the evening on Monday, January 28 in the Cambridge Hall of the Claridge Hotel. This first meeting will be one of three meetings when all the representatives at the Congress will come together to hear outstanding leaders in our national life discuss the outlooks, the aims, the problems, the possibilities of recreation in a nation no longer forced to "drag its feet" by the unhappy circumstance of war. For the rest of the five days during which the Congress will be in session the delegates will come together in groups to discuss the topics of greatest interest to them. The schedule of these section meetings follows:

Tuesday, January 29, 1946, 9:15 A. M.

Teen-age centers
Living memorials in the receation field
Service of state government bureaus in the recreation field
Why some playgrounds are successful while others fail
Recreation in rural areas
Recreation problems in communities of 15,000 or under
Recreation problems in communities of about 50,000

Tuesday, January 29, 1946, 11:00 A. M.

Training recreation workers (in colleges)
Recreation services for women and girls
Activity problems (music and drama)
Use of school buildings for recreation
Recreation for older people
How to present a budget for recreation to appropriating bodies
Planning recreation buildings

Tuesday, January 29, 1946, 2:30 P. M.

Teen-age centers
Living memorials in the recreation field
Service of state government bureaus in the recreation field
Long-time planning in the recreation field
Recreation in rural areas
How to present a budget for recreation to appropriating bodies

Wednesday, January 30, 1946, 9:15 A.M.

Service of federal government bureaus to state government bureaus and to others concerned with recreation
Why some indoor recreation centers are a great success and others not
Training recreation workers, professional and volunteer (in-service training)
Recreation services for women and girls
Activity problems (athletics and games)
Planning recreation areas and facilities

Wednesday, January 30, 1946, 2:30 P. M.

Securing war recreation buildings for community use
Service of federal government bureaus to state government bureaus and to others concerned with recreation
Personnel problems
Long-time planning in the recreation field
Special problems in colored communities
Activity problems (outing programs)

Thursday, January 31, 1946, 9:15 A. M.

Personnel problems
Recreation in housing and real estate developments
Sharing recreation experience with smaller communities near-by through conferences and in other ways
Telling the story of recreation
State recreation associations

Friday, February 1, 1946, 9:15 A. M.

Training recreation workers (volunteers)
Boys and girls and other clubs
Activity problems (arts, crafts and hobbies)
Recreation for disabled servicemen

Summary Sessions

Tuesday Night, January 29, 1946

Summary of Industrial Conference
Teen-age centers
Living memorials in the recreation field
Service of state government bureaus in the recreation field
Why some playgrounds are successful while others fail
Use of school buildings for recreation
Recreation for older people

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Wednesday Morning, January 30, 1946

Why some indoor recreation centers are a great success and others not
Training recreation workers (college and in-service training)
Recreation services for women and girls
Recreation in rural areas
Recreation problems in communities of 15,000 or under
Activity problems (music and drama)
Activity problems (athletics and games)
Planning recreation buildings
Planning recreation areas and facilities

Thursday Morning, January 31, 1946

Securing war recreation buildings for community use. Purchase of war supplies and equipment
Service of federal government bureaus to state government bureaus and to others concerned with recreation
Personnel problems
Long-time planning in the recreation field
Special problems in colored communities
Recreation problems in communities of about 50,000
Activity problems (outing problems)
How to present a budget for recreation to appropriating bodies

Friday Morning, February 1, 1946

Recreation in housing and real estate developments
Sharing recreation experience with smaller communities near-by through conferences
Training recreation workers (volunteers)
Boys' and girls' and other clubs
Telling the story of recreation
Activity problems (arts, crafts, and hobbies)
Recreation for disabled servicemen
State recreation associations

In addition to group meetings there will be an opportunity for individuals to discuss special problems with one of the specialists on the various phases of recreation, for a consultation workshop will be a part of the agenda of the Congress. There will be, too, a collection of recreation material through which Congress delegates will have an opportunity to browse from time to time. Thursday afternoon has been unscheduled so that delegates who wish to do so may arrange their own special meetings for carrying on, more or less formally, discussions begun at another time.

Accent on Industry

Special sessions of the Congress will be held January 27 and 28 to consider industrial recreation. Beginning on Sunday at a luncheon meeting and continuing throughout Sunday afternoon and evening and Monday morning and afternoon. Representatives of both management and employees will discuss such questions as:

What effect has the end of the war had on plant recreation programs?

Will excess profits tax revision affect the attitude of management toward contributing to the cost of plant programs?

What are proven methods for successfully bringing management and labor together in the conduct of recreation programs?

What is the optimum yearly per capita cost for plant-centered recreation activities? What percentage of this should come from management? Employees? Fees and charges? Receipts from vending machines, etc.?

What are some successful methods developed for cooperation between community and plant programs?

Should all industries be encouraged to develop plant programs or should they be established only when necessary to supplement inadequate community programs?

To what extent should industries be encouraged to provide and operate their own outdoor and indoor recreation facilities?

What are the special problems of small industries?

What are the special problems of industries in one-industry towns which conduct the community recreation programs?

What are some successful methods for developing interest and participation on the part of women employees?

Can office and plant employees be brought together in the same activities or must their programs be organized separately?

These industrial sessions are an important feature of the Congress, a feature whose need was clarified by the increasing emphasis on industrial recreation that came out of the pressures of the war period. Any delegate to these special sessions who can arrange to stay on into the week of the more general meetings will be very welcome indeed.

The Shape of Things to Come

MOST LEADERS OF RECREATION, who in the war years have "built . . . with worn out tools," will welcome the advent of the day when new equipment can be bought again. Delegates to the Twenty-eighth National Recreation Congress will need no special invitation to the preview of the new and improved implements of their trade which will be on display in the Claridge Hotel while the Congress is in session.

Among the Congress exhibitors are the following:

Books

Booth No.	
13 and 14	Association Press—cooperative book exhibit
18	A. S. Barnes & Company, 67 West 44th Street, New York 18, New York

Crafts

19	The American Crayon Company, Sandusky, Ohio
15	American Handicrafts Company, 45-49 South Harrison Street, East Orange, New Jersey
8	Cleveland Crafts, Cleveland, Ohio
9	Educational Materials, Inc., 46 East 11th Street, New York City
5 and 6	Magnus Brush & Craft Materials, 108 Franklin Street, New York 13, New York

Games and Equipment

16	The J. E. Burke Company, P. O. Box 367, Fond du Lac, Wisconsin
28	Association of American Playing Card Manufacturers, 420 Lexington Avenue, New York
7	P. F. Frost, 117 Liberty Street, New York, New York
1 and 2	Litchfield Manufacturing Company, Litchfield, Michigan
20 and 21	MacGregor-Goldsmith, Inc., John and Findlay Street, Cincinnati 14, Ohio
10	The Paddle Tennis Company, 200 Fifth Avenue, New York 10, New York
26	J. E. Porter Corporation, Ottawa, Illinois
22	Sells Aerial Tennis Company, 207 Westport Road, Kansas City 2, Mo.
25	W. J. Voit Rubber Corporation, 180 North Wacker Drive, Chicago 6, Ill.
27	O. S. Wilkinson Company, 1400 L Street, Washington, D. C.
24	Wilson Sporting Goods Company, 2037 North Campbell Avenue, Chicago, Ill.
23	Wintark, Inc., 4216 West Ogden Avenue, Chicago 25, Illinois

Swimming

11 and 12	Beach & Pool, 425 Fourth Avenue, New York City

The Society of Recreation Workers will have Booth No. 3

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Indoor Carnival

By A. J. GATAWAKAS
Director, U.S.O. Mobile Service Club
El Paso, Texas

A MOST INTERESTING, effective and varied Indoor Carnival is put on monthly at the Army-Navy U.S.O.-Y.M.C.A. Club in El Paso. The adults participating in it enjoy it immensely, but it could also be adapted very easily to teen-agers. Its success was immediately apparent, and since its inauguration it has been one of the monthly highlights of the many program activities conducted here. Each carnival takes on a different atmosphere and theme, depending on the month and season of the year. The October carnival, for instance, typified the Halloween spirit and the gymnasium where it is staged, was appropriately decorated.

Waist-high booths, erected along the sides of the gymnasium, leaving the center clear, are simple, wooden-frame, right-angle affairs. The division between booths is made more complete by hanging gaily colored bunting from the frame to the floor, adding a pleasing color to the scene. Each booth is numbered and contains a different activity or stunt, which is clearly described on a poster hung behind and slightly above the booth.

A volunteer worker has charge of each concession. He briefly explains the stunt to the Carnival "customer," conducts the activity and scores the result on a card carried by the participant. These score cards are obtained at the entrance to the Carnival and include space for the name of the participant, the number of each booth, the score, and a few general instructions. The number of volunteers depends on the size of the Carnival. In El Paso, various civic organizations such as the Lions Club, Kiwanis, Rotary, take turns serving as volunteer concessionaires and hosts. A good master of ceremonies, using a public address system, livens up the Carnival with his steady flow of patter, banter, instructions, announcements, and gentle coaxing to the shy ones to "try their luck."

As a participant enters the Carnival he is given the score card on which the numbers of the booths are listed consecutively. However, he is under no obligation to "try his luck" at the booths in that order. He is perfectly free to skip from one to another as his fancy takes him and at each he is scored on his "luck." At the end of a specified time-period all the cards are turned in, the total score computed and the winner declared.

The stunts and activities chosen for the Carnival have, by a process of wise and observant elimination, been selected for their interest-appeal and minimum time-consuming qualities. An activity that consumes too much time tends to interfere with the smooth, steady progress of the participants from one booth to the next. To avoid crowding at any particular booth, consideration of the time-element is important.

One attraction in particular deserves special consideration here. As an ice-breaker and laugh-getter it never fails. A large white sheet for a background, an innocent looking chair set in front of the sheet and a bright light focused on it gives added confirmation to the sign reading, "Your Picture Free." A young hostess with a small camera completes the scene. The unsuspecting candidate is seated in the chair, and after a few minutes of the usual "Watch the Birdie" adjustments, the picture is snapped. The effect on the poser is electric—literally. The chair has been wired and the hookup cleverly concealed behind the curtain. A mild, though hilariously effective shock is the result. The hosts usually select their candidates at the entrance to the Carnival and induce them to have their pictures taken first—before their suspicions are aroused. The initiated, meanwhile, watch the regular reenactment of the scene with suppressed anticipation.

A brief description and explanation of the other Carnival attractions follows. These may be adapted to a particular situation, substitutions may be made, or one or more may be eliminated entirely.

Booth Number One—"Test Your Strength"

A pole two inches in circumference and five feet long is laid across the backs of two chairs. The pole is notched and each notch is numbered 25, 50, 75, 100. A ten-pound weight is hung in the first notch. The object is to grasp the pole at one end and lift it off the chair. At each attempt the weight is hung in a higher-point notch, making it progressively more difficult to raise the pole. The contestant is scored according to the notch number on his last successful attempt.

Booth Number Two—"Chopsticks and Marbles—or Beans"

Two swab-sticks are used to pick up one bean at a time from the table and deposit it in a plate. Time limit—30 seconds. Score—10 points for each bean on the plate.

Booth Number Three — "Bean Bag Toss"

Five bean bags are tossed at a bean bag board with numbered apertures. Score—Total of numbered holes through which bean bag enters.

Booth Number Four — "Cutting Cards"

Three cuts of a regular deck of cards are given each contestant and total of cards turned up is scored. From two to ten—at face value. Jack, Queen and King count ten and Ace counts fifteen points.

Booth Number Five — "The Big Blow"

Five lighted candles are set side by side and a few inches apart. The contestant stands the required distance from them and is given three "blows." For each candle put out score ten points.

Booth Number Six—"Shot Put"

Each contestant holds an empty milk bottle on top of his head with one hand and with the free hand picks up *one* bean at a time from a pile on the table and drops it into the bottle. Time limit — 30 seconds. Score two points for each bean in bottle.

"Watch the birdie!"

Booth Number Seven—"Leg Toss"

An upturned chair, with the legs pointing at the contestant. Five rope rings are tossed at the chair legs from a suitable distance and a score of five is counted for each leg ringed.

Booth Number Eight—"Giant Swing"

A small, rectangular frame, set upright with a chain hanging from the top center and a wooden ball at the end of the chain. In the center of the base a tenpin is set. The object is to grasp the ball on the chain (or cord), release it so that it passes the tenpin on its forward swing and bowls it over on the back or return swing. Two tries and ten points for each knockdown.

Booth Number Nine—"Spearing Corks"

A number of small corks bobbing in a tub or other container of water. The object: To spear the corks with a pin. Time limit—30 seconds. Score ten points for each cork speared. (The smaller the cork, the more difficult to spear.)

Booth Number Ten—"Toss Playing Cards in Basket"

A small basket or paper carton is set at an angle

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Recreation "About Faces"

By VIRGINIA FIELD SMITH

WHEN I WAS a child, "recreation" meant playing a game. When I became an adolescent, opinion said that "recreation" had come into its own. It had become synonymous with physical culture or physical education. Today, recreation has taken on new meaning and hence new life, for its very interpretation gives it a universal appeal. The war has done much to promote recreation and to make it a field in itself—an important field and one that interests all mankind.

Recreation in its new connotation is the act of participating in one way or another in something that one enjoys. The meaning of recreation cannot be circumscribed, cannot be limited. You cannot interpret recreation for me, nor can I interpret it for you. I wouldn't dare, for I don't know you; you shouldn't dare, for you don't know me.

When I first entered the recreation field professionally my professors imbued me with certain philosophies. I had to discard some of these immediately when I got into action. Any recreation leader must be flexible, must be broadminded, must be understanding.

One finds in any large group several classes of people according to general recreation classifications. The first group is composed of persons who want to participate actively in "what is going on." It doesn't matter what the activity may be, this group will always take part. They enjoy participating or they have been so well trained in group activity that they take part naturally. Generally speaking, this group comprises most well-adjusted people. A second group is composed of persons, who have just as much fun as the first group, but who never participate actively. They are the onlookers. In one hospital in which I was in charge of recreation, it was our custom to use a group of folk dancers for the entertainment of the patients. In spite of the fact that nearly all of our patients were orthopedic the recreation hall would be filled with on-lookers who participated vicariously in the fun. A third group is ever present and the recreation leader is ever conscious of it although it is a small group. This is the group which will participate neither actively nor vicariously. It is composed of persons who sit on the side-lines and criticize adversely and audibly, who prance in and out making as much noise as possible on each exit and entrance, who try to throw cold water on the pleasure of others. This is the minority group that has to be reckoned with. Its members usually are having a grand time and later their discussions of the entertainment do much to publicize it. Psychologically speaking, of course, the root of this group's trouble is its own desire to be the center of attraction and its lack of ability to adapt itself to the norm. Actually these manifestations constitute the recreation of this group.

It would be impossible to enumerate here the phases of recreation. I have found that a recreation hall is in itself a school for the leader. In one hall a thousand men a day—men from every walk of life—passed through its portals. I was constantly amazed. Here recreation tools of all description were available. Activities of all types went on simultaneously. One group played pool or billiards all day long every day. Their interest never seemed to wane. In another part of the hall, other men played sedentary games — checkers, rummy, casino, cribbage, pinochle, chess. Others read. Some just sat. Some slept. Some played swing or boogie on the phonograph, others played classical music. Ping-pong and shuffleboard addicts were active. The art corner was filled with sketchers, water colorists, or "doodlers." The craft tables were thronged with those who loved manual arts, men engaged in making things of aluminum, string, shells. There was the inevitable group that marched in and out, in and out, who did nothing except criticize. Lying in the sun may be recreation to a city boy but to a farmer lad who plows in it daily—well, it probably isn't. Reading the "funnies" may be recreation to a million Americans, but to me—well, it just isn't. Jitterbugging may be recreation to the average bobby-socker but to the average adult—well, it just isn't.

There are, broadly speaking, only two types of recreation: recreation in which one may participate and spectator entertainment at which one just looks. Fortunately, those of us interested directly in recreation as a field in itself believe that the participation type is beginning to take precedence over the spectator type, although it will never com-

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A Program Carries On

By HAZEL R. PATTEN
Seattle, Washington

ASK A BOARD MEMBER of Seattle Junior Programs Inc. why she is proud of her organization and her answer would undoubtedly be something like this, "Because we have been able to bring six seasons of fine entertainment to the children of Seattle. Because we have helped to effect a recognition of the cultural needs of our children. But most of all we are proud because we didn't 'fold up' when war conditions made folding up seem like the only sensible thing to do. Instead we geared ourselves to a community at war and did a job."

What seemed like insurmountable objects in January 1942 have actually proved stepping stones to greater community service. The group of women, mostly mothers, who incorporated as Seattle Junior Programs in 1939 had really but one objective—to introduce their children to the "living theater" by bringing to Seattle the excellent productions that were being toured by Dorothy McFadden's Junior Programs organization of New York. The Seattle Junior Programs of the war years, with no touring companies available, has encouraged the development of local children's theater, has given help in bringing cultural experience and healthful occupation to the children in the city's overcrowded war housing projects, parks and public school play centers and has sponsored the only contest for children's plays in the country.

Meeting a Challenge

Members of the Board well remember the emergency meeting that was called after Pearl Harbor. The war was very close to Seattle in those early days of 1942. The Japs were well dug in to their not too distant Aleutian strongholds and the possibility that they would swoop down on the little defended Northwest was more than a dream of alarmists. Under the circumstances was it not advisable to dissolve for the duration, to write Junior Programs off as a war casualty? Touring companies could, of course, no longer make the cross country trek and even if they could there would be no way to show them as the organization had been advised by the authorities that any large gatherings of children in the downtown areas were counter to the city's defense policy.

Those women who met that day, conditioned by weeks of darkened streets, the intermittent raucous howls of air raid siren tests, of black-out curtains and constant radio alarms were a little dulled to their mission of bringing "culture" to youth. To live, not the manner of living, was the primary concern. It is little wonder that the "ayes" appeared to have it when the question of suspension of the organization's activities was ready for the vote.

It was then that Miss Helen had her say. Miss Helen was one of the minority non-mother mem-

Junior Programs furnished leaders for crafts

bers of the group. Many years as supervisor of primary education in the public schools had qualified her to sit on that board. A mild, sweet faced little woman, edging close to retirement age, she had never before raised a minority voice in this group. But there was a determined quality in the voice that halted the final vote and asked for further discussion, and there were surprise and disappointment in the tone in which she spoke when given the floor. "Ladies," she said, "up to now you have always shown initiative and vision. You have talked about ways of enriching the lives of our children, and, moreover, you have actually done something about it. And now with the first distant rumble of a gun you are ready to run and abandon the foundations you have built. I am disappointed. We all know that in a world at war, and a world recovering from war, children need, more than ever, those things of beauty that will draw their eyes beyond the ugly realities of the moment." Miss Helen made one of the best speeches of her life that day. Certainly it was effective, for when the final vote was taken there was no single dissenting voice to the decision that the Seattle Junior Programs should "continue to function in whatever way possible to bring cultural experience to the children of the community."

Program at War

"Whatever way possible" became the question. And it wasn't an easy one to answer. No large gatherings of children. No downtown theaters. The only possible answer was smaller groups in residence areas. The first wartime season was spent in experimenting. Actors and directors were recruited locally. Several plays and ballets were produced and toured to the school auditoriums in various sections of the city. War's curtailment of transportation made even this limited program impossible. The solution of the problem was a rather obvious one—or, at least, so it seemed after events had proved it successful. An agreement was entered into with the community theater, the Seattle Repertory Playhouse, to produce plays chosen by the Junior Programs committee.

Seattle Junior Programs had had from its inception the wholehearted support of the Seattle Public Schools. Due to the non-profit nature of the undertaking the schools had even agreed to conduct the ticket sales and had built up for the organiza-

Theater for the children of the community

tion an audience of more than five thousand season ticket holders. To accommodate this audience in the community theater, with its seating capacity of 430, it had been necessary to extend the run of each play, of which there have been four to a season, to more than two months with two performances each Saturday. This meant sixty performances last season, every one to capacity houses which saw with delight such plays as *Little Women, The Emperor's New Clothes, Aladdin, Radio Rescue,* and *Bobino.* This season's productions include *Tom Sawyer's Treasure Hunt, The Christmas Nightingale,* and one of the prize winning plays of the Playwriting Contest, *Once Upon a Clothesline,* a delightful fantasy by Aurand Harris, of New York City.

The idea of sponsoring a playwriting contest grew out of the realization, now that it was necessary to find suitable children's plays, of the terrible paucity of material in that field. Contest rules were set up with the help of Dr. George Milton Savage of the University of Washington, who was then Chairman of the Board of Governors of the American Educational Theater Association. Two hundred and fifty dollars prize money was appropriated by the organization. To lend added incentive one of the country's largest play publishing houses offered to publish prize winning entries. Last season there were twenty-nine plays submitted, from almost as many states. Prizes were awarded to three of the playwrights and one received honorable mention. Because of the widespread interest and the excellent results it was voted to repeat the contest again this year and from all indications many more manuscripts will be submitted. Seattle Junior Programs feels that if it can be instrumental in encouraging good writers to contribute to the literature of the children's theater it will have justified its existence, and the many hours of work its members have so willingly given.

Meeting New Needs

Seattle at war was a feverish industrial center, which called for the services of thousands of workers from all parts of the nation. The population jumped about twenty-five per cent in a matter of months. This meant a comparable growth in the number of young people and a consequent overtaxing of the personnel and facilities of schools, parks and play centers. Furthermore, it brought a new problem which the community was not equipped to solve—the problem of children of thousands of working mothers in after school and vacation periods. New housing areas came into existence with populations equal to small cities—and in these areas the majority of women, as well as the men, worked in the war plants.

Seattle Junior Programs recognized a challenge in these conditions. In 1943 its members volunteered to assist with a program of storytelling, music and creative dramatics in several of the housing projects. So much was good, but it was not enough. In the summer of 1944 it was decided to dip into the financial back-log of the organization and engage trained leaders. Accordingly, at four of the housing projects classes were established in creative dramatics, music, and arts and crafts. Leaders were also provided for drama classes in eight of the public school play centers.

Results of this activity were considered sufficiently encouraging to justify a doubling of the budget item for the summer of 1945. However, the Recreation Department of the Seattle Parks, under the direction of Mr. Ben Evans, secured Lanham Act funds to carry on the work that had been inaugurated by Junior Programs. Mr. Evans asked, and received, the help of the organization in procuring the trained personnel to carry on the program. A new and very satisfactory instruction method was devised; teachers of drama, art and music made up a "team," moving from housing project to housing project, coordinating and correlating their activities to produce a better rounded and more meaningful program.

Relieved of expense in the housing projects Junior Programs increased their help in the public school play centers. The organization engaged three drama teachers, trained in the Department of Drama in the University of Washington, to work under the leadership of the head of the Public Schools Extended Services.

Music

For three years Junior Programs has joined the Junior Red Cross and the Seattle Park Board in financing a continuation of school orchestra activities into the summer vacation months. The supervisor of music in the elementary schools gathers the young musicians together in several of the park fieldhouses and, in spite of the many competitive diversions that summer brings, produces an ensemble that does great credit to his direction. One of the things that keeps the youngsters "on the job"

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Parks and Recreation in the Postwar Period

By J. C. DRETZKA

AT NO TIME in the past have we in the park and recreation field had greater opportunity than we have now to impress on our communities the importance of our park and recreation systems. We must get our plans before the public—before our communities—NOW. We must arouse their interest in our work by inviting their suggestions, their thoughts, their ideas on what in their opinion is most necessary in the way of parks and recreation, best to serve them, their children, and, above all, their loved ones now in our armed forces.

The day of opening parks in March or April and closing them in October or November is over. Today our people look to the park and recreation centers to serve on an all-year basis, and any system which does not fill the need definitely, does not recognize its full responsibility. Therefore, plan your structures and your facilities, as well as your employment setup, to serve throughout the entire year.

Because we are a governmental function, our public is highly critical. We must operate our business on a *service* basis, and the best relations we can obtain with our public are based on what we do and how we do it, and what we say and how we say it.

Land the Starting Point

When we think of what we should do, we quite naturally think first of all of our plans. In the discussion on "Postwar Design and Development" at the meeting in Indianapolis, Mr. Houston of Dallas, Texas, declared that "since land is the starting point in postwar designing, it behooves each of us in this business to start with the over-all land plan. There are rules recommending practices and suggestions arising from the planning committee of the Park Institute itself, from the National Recreation Association, and from other interested organizations, on the distribution of park areas, and these rules are rather easily applied if we are designing in a new area before development has taken place. But if we attempt to apply an over-all design to an area already developed we run into complications, with the result that we often find ourselves stymied because of the excessive cost of finding sites at the proper location. A factor in park design for municipalities which, it seems, is commanding more and more interest from the National Park Service and from educators, is the retaining in public ownership of large reservations around densely populated areas."

There are individuals holding land which is not profitable to them, and they will frequently exert every effort to convert that land into parks. If an over-all plan is made, it will prevent the possible purchase of such lands.

In our enthusiasm to plan for the boys who are returning, we must remember not to build beyond our ability to maintain. As Mr. Houston stated, "a financial plan of development should be fitted into a financial plan of operation."

Swimming

Swimming, either in pools or at beaches along

Parks for use in summer . . .

Courtesy Oglebay Park

rivers and waterways, is now recognized as one of the most popular recreation activities. While some communities have done a great deal in the establishment of this healthful sport, many more communities should give consideration to it. I am certain that the returning serviceman, because of the emphasis placed on the necessity of knowing how to swim, has been impressed with the importance of that fact for he is acquainted, to some extent at least, with the great number who were not so trained in the past. He knows that in the physical fitness program swimming is of paramount importance.

In an address delivered before the annual convention of the Illinois Association of Park Executives, Mr. Dretzka, who is the Executive Secretary of the Milwaukee County Park Commission, asked the question, "Where, in all of the postwar planning which is now being done, do we of the park and recreation movement have our place?"

Here, in condensed form, is Mr. Dretzka's answer to his own question.

In too many communities swimming is provided on the basis that it must pay for itself. It is my opinion that if we carry that idea too far we will only prevent a great many youngsters from learning how to swim, whereas we should actually be putting forth every effort to provide all children of school age with the opportunity to swim. And we should do so without forcing the child to incur any hardship in order to learn because of the imposition of a fee.

In Milwaukee we have opened up swimming pools in the heavily congested districts, and our police have reported that when these pools are open their problems during the summer period are practically nil, as all of the children seem to expend their surplus energy in swimming at the pools and beaches. We provide swimming for children in enclosed pools at a charge as low as 3½ cents by selling books of tickets. We have free periods in the morning and, of course, the lake beaches and wading pools are free at all times. We feel, however, that this is a good investment and a contribution to the control of delinquency and vandalism and other problems which are encountered by our Police Department. Swimming classes are conducted three mornings each week during the swimming season, and these classes are very well patronized. There is no charge for instruction.

For Picnickers

Our greatest opportunity in serving the greatest

. . . and winter

Photo by U. S. Forest Service

Courtesy Tufts College

Space for picnickers

number of people is in providing accommodations for picnickers and picnic groups. Much can be done here which will not involve any great expenditure of money but which will make many friends for our park systems. And one thing that you can give thought to in your postwar planning is the erection of dance platforms in certain park areas. There are great numbers of younger people who do like to provide their own music, and if you can accommodate them in this respect you will add to their enjoyment. I find that the large industrial picnics which formerly always used private groves and picnic places are now coming into our public parks, for apparently our accommodations more nearly meet their requirements than do those of the private picnic groves.

Gardening a Form of Recreation

Because we felt that we were assisting in the war effort, a large number of us planted victory gardens. People as a whole have become accustomed to their victory gardens and have grown to realize how much fun it is to grow the things that they can consume, so that any number of those who took up this gardening project as a wartime measure have now come to accept it as a recreation activity suited to their particular age. In many cases every member of the family—wife, husband, and children—all are participating in the planting and care of these gardens. This should be encouraged in our postwar period.

Botanical Gardens

An appealing feature, and one which almost any community can afford, is a botanical garden. The botanical garden is designed to give enjoyment to the general public and to act as a constant source of practical inspiration to gardeners. Demonstration of the proper use of trees, shrubs, and herbaceous material in relation to each other and to the background serves as a guide which may be fol-

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The Arts as Recreation

By PORTER BUTTS
Director of the Wisconsin Union and
Division of Social Education
University of Wisconsin

TOO LONG has recreation been thought of as physical activity—especially as sports for the young. You who are leading recreation programs do not think of it that way, but just ask the average person. To him recreation and sports are synonymous. The arts are over in some quite separate, distant category.

And what a pity! People miss so much that could be important to them and satisfying to them if they also thought of art as "recreation." But they rule out music, drama, art, literature because they sound high-brow; crafts because they suppose crafts take some God-given skill.

The inescapable fact is that most people past their twenties aren't as competent in sports as they used to be, and they grow less interested as the years go by. People over thirty comprise most of any population and there are always plenty under thirty — more than we suspect sometimes—who are not up to a sports program. If these folks are not to be left with the radio and the movies and their cars as their only leisure resources, then the arts are a must. But the arts do not find their rightful place in a recreation program just to give something to people who can't do anything else, valuable as that may be.

Granted that no effort should be spared to have physical well-being, over the sweep of time and considering the widest implications for the community, the nation, and for people everywhere, what is more important than the arts? Leonardo da Vinci said, "A nation's art is its soul."

In the last analysis, when everything else is forgotten, what remains is our culture. What we remember about a people or about an age is its art—the temples of Greece, the painting of the Italians, the music of the Germans, the plays of England's Shakespeare. These are the works of men that inspire us with respect and understanding, that foster high goals of our own. Theirs is the message that endures, not merely reminding us of ages past, but as a force present and active, as a compelling summation of all the best lessons that men have learned.

From the time of the first elemental human activity, when the cave man pictured his world and his hopes on the walls of his cave, creation and self-expression in rhythm and music, pictures and words have been a universal longing and satisfaction of men.

If we are to satisfy this universal impulse; if we are to understand the peoples of other places and times, when understanding is so desperately needed; if we are to win any distinction by which we will be remembered ourselves, we'd better have the arts.

"The Arts as Recreation" was first presented as an address to the members of the Wisconsin Recreation Association. Because of the enthusiasm of those first hearers of these words, the address is reprinted here so that its message may reach a wider audience. The author of the article, Porter Butts, was quoted in an earlier issue of RECREATION in an article entitled "To Serve the Community Purpose" (September, 1945).

Who Will Do the Job?

It might as well be said at once that an art-minded community does not spring up over night in response to a call for art support or art activity, however spectacular. The process is slower than that. Who is to do the job and how? The schools and colleges are certainly one agency. I do not believe, however, that an environment in which the arts will thrive can be created merely through the usual pattern of school courses. The number who take art courses is too limited, the period of influence is too short, and the approach is too abstract. The music, art, and drama departments are often too pre-occupied with technique to open up the question of the enjoyment of art. The arts, if they are to have real significance and vitality, must be identified with daily living, something people want to have and to do right along—not the occasion for classroom study or a rare and unwilling visit on some Sunday afternoon to a silent, hollow museum, to look over the shoulder of a gloomy guard at the great, but untouchable picture.

This is where the recreation agencies of the community come in. I am not sure that I can say anything that will be of the slightest practical value to you who are steering recreation programs. Backseat drivers are not too helpful as a rule. But

it's fun to be one, and as long as you have given me the chance I will risk bringing forward a few miscellaneous, perhaps eccentric, points of view to see what you think about them.

Print by Gedge Harmon

Art for the Sake of People

First, let's not call them "fine" arts. That scares people. It means uplift, the unattainable, the ivory tower, something not for me. I don't mind if we don't even call them arts. Let's say "recreation." And we will open the doors to what otherwise may be closed minds. Fortunately, people have no inhibitions about recreation.

Second, let's have art for the sake of people rather than for art's sake. Too many leaders, especially those trained at universities, get all wrapped up in the techniques of music, art and drama. Perfectionism in the play, concert or painting becomes the important thing, and giving individuals a chance to grow and an interest and a satisfaction they can pursue for a lifetime falls by the wayside.

This does not mean that the programs have to be third-rate, inept and dull. Or that they have to cater only to established popular tastes. There is a group of children in Madison, Wisconsin, who have the time of their lives playing in string quartets. Kindergarteners play Bach Minuets, third and fourth graders Handel Fugues, and fifth and seventh graders Brahms' Hungarian Dance with the same enthusiasm that other children sing rounds. And they're good. Just average kids, but they get very good.

I noticed that last spring Richard Davis, Milwaukee's rather tough drama critic, was enthusiastic about the Sheboygan Community Players' serious production of *Tomorrow the World*. To me, that's a good thing. In the long run people like to be associated with an enterprise that goes well, one in which they become better performers than they were when they started, and one which is good enough to attract an audience and appreciation.

The nature of the arts is that they are communicative. Whether participants be small children or adults, to have the most fun out of drama, music, art, there must be someone to talk to—an audience. But to have an audience beyond charitable relatives, the stuff must be reasonably good. My thesis is that even the average person, as with the child quartets in Madison, can become good enough to justify an audience if he has a good leader who cares about average persons.

Participation Plus Observation

Third, personal participation, learning by doing —as we all know—gives the greatest satisfaction, the lasting appreciations. But let's not undervalue the usefulness of the spectacular program. Many great art and music centers which believe firmly in "doing it yourself" also have as their purpose making people aware that other art or music exists, and to lead them to see and hear the works of artists far greater than the local people are likely to become. Inspiration from others, hand in hand with performance in the arts, makes an impression more lasting than does either approach alone.

Why not major concerts, important art exhibitions, big names in lectures and the theater world presented by the public recreation department? Let's play second fiddle to no one—just because we are "recreation" and "public." Don't undervalue, either, the prestige-giving benefits of an important program. It will help you win attention and respect for everything else you do.

But most of all, as Edward Drummond Libbey, the founder of Toledo's Museum, said in his famous museum creed, remember that "No city is great unless it leads its people out of the bondage of the commonplace."

Recreation Departments as Stimulators

Fourth, the recreation department can do a lot in the arts field, but it can't do it all. There are always questions of facilities, staff and budget. But it can usefully relate recreation and its own program to the going art life of the city. It can encourage interest in and attendance at concerts, art exhibitions and plays elsewhere in the city—by listing such events in the weekly recreation calendar, by posting notices on recreation department bulletin boards, by allying its demonstrations and

discussions with a forthcoming event, by showing other art groups that it is interested and cares.

Indeed, it can give active sponsorship and aid to such art groups. Take, for example, the Westchester Recreation Commission operating in the little town of White Plains, New York, but serving art interests throughout the county.

The Westchester Recreation Center provides a sheltering roof and headquarters for many county art groups. The Arts and Crafts Guild presents its exhibitions there. The Westchester Symphony Orchestra and Chamber Music Society give their concerts in the auditorium. The Drama Association is invited to bring its thirty little theater organizations to the Center for an annual tournament of one-act plays.

Any group of citizens can organize a craft group and obtain expert leadership from the Center. Hundreds of school children and adults from all over the county send in their pottery to be fired in the Department's kiln.

In all these enterprises it is the purpose of the Recreation Department to initiate an art project and turn it over as soon as possible to a private committee or other local control, or to give encouragements and assistance to an organization already attempting to do a job.

We all know how many art organizations falter simply because they cannot count on having continuously a moving spirit to do the necessary leg work. Westchester recreation officials recognize this to the point of providing on their staff four leaders who act as secretaries and executives for some fifteen civic music, drama and craft organizations. They keep the wheels turning and interest alive. To me this is a very useful idea and a valuable contribution. It vastly expands and greatly stabilizes the role of the arts in the community and undoubtedly it makes people think constantly of art as recreation.

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Pioneering a Program

Fifth, let's not wait for people to "express an interest" before we try something. We tie ourselves to a stake sometimes, letting, as we say, "the program grow out of the interests of our clientele." There's an old proverb: "Whom you don't meet you do not marry." I have no doubt that Westchester's annual music festival or its group in creative writing would never have happened if someone on the recreation staff had not brought the idea forward, willing against odds and lack of interest to demonstrate the possibilities . . . no doubt but that the children or their parents in Madison would never have wanted, or even thought of, string quartets for four-year-olds if someone had not actively sold a bill of goods.

Then there's the case of our workshop at the Student Union at the University of Wisconsin. No Union had ever included an arts and crafts shop. Certainly students did not ask for one. One student came to me with a proposition to start one; and she wanted a job. We gave it a try. The girl was put on the job. She hung a sign over the door, "Each one to his own bad taste," and a few students wandered in. That was thirteen years ago. Now there are thirty to fifty students in the shop every afternoon — on the pleasantest sunny days, during football games, and even when they should be in class—painting, modeling in clay, firing ceramic jewelry, making Christmas presents in leather, felt, and metal. You couldn't pry them loose. The shop filled not an *expressed* need but an *unrealized* need.

The shop exemplifies, too, not only how one's leisure can be fully absorbed in art but also how worthy contributions to art can grow out of local circumstances. Art is not somewhere else—in the great metropolitan centers or enclosed in a book on artists. It is to be found all about us.

One student got interested in the design elements found in the painted decoration of old Norwegian chests and chairs and textiles plentifully scattered over Wisconsin. With the help of our shop director she set out to record them and preserve them.

She has silkscreened the most interesting designs — learning much about the

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Creative Recreation

By VIOLA C. BROSKEY
Recreation Unit Head
Forest Glen
Walter Reed General Hospital

IT HAS LONG been known that curative values lie in creation. This truth is being reaffirmed every day in work with convalescing servicemen. Poster-making is a series of creative processes, from the conception of the idea through its execution, involving arrangement, choice of color, type of lettering, balance, and repetition. In a Military Hospital where there must of necessity be sameness of color, routine, regulations, and uniformity of dress, this activity gives the patient opportunity to be an individual with emphasis upon creative and free use of color. It makes possible a constructive outlet for that very strong urge "to express self," which, because of the limited opportunities in close group living, could very possibly be displayed in ways detrimental to the man and annoying to others.

Creative work calls upon the resources of the individual. It increases his capacity to visualize and does much toward directing his thought away from his own problems and toward constructive endeavor. If a leader finds joy in creating, that joy will become contagious in the class. She must not dominate but she should stimulate the imagination of the men, subordinating her own ideas to those of the group.

This activity is peculiar in that it contains po-

Poster-making has curative values for convalescing servicemen

tentialities for both individual and group work. The work is individual, done in a group, where suggestions and assistance are naturally given by the group and easily accepted by the individual. The leader must be ready and able to give help when and if the required help is not forthcoming from another member of the class. This group interplay of "help one another" is important but something to be subtly controlled, because if overemphasized, it will tend to detract from a man's sense of achievement and personal worth, both vital factors in developing a feeling of security and reestablishing social stability.

Activity never lags because of the constant influx of new material to be publicized. Each day brings new problems and challenges, yet enough of the familiar to prevent a patient's feeling overwhelmed or defeated. A dominant part of this source material has pleasant connotations and associations with emphasis upon fun. These implications create a similar working atmosphere in the group, which in turn creates desire on the part of the individual to repeat this pleasant association, and by such repetition, he puts forth greater effort and thus acquires greater skill.

With adults, the leader cannot adopt the old schoolroom technique of standing by and watching the class at work but must be as one of them. In so doing, she demonstrates ability and good working habits. She sets a standard. Demonstrated ability on the part of the leader is essential as no individual is willing to use his time and energy working with a leader in whose ability he has no confidence.

The instructor must be very careful not to demand perfection but rather to supervise the work at the level of the individual's work efficiency, because the available energy can be strengthened only by its full utilization. These are the almost universal remarks made by the men upon their initial entry into the poster class, "I'm no good at this. I'm nervous. I'll ruin it!" Patients in the class who have had the same experience have an answer to this: "You can't spoil a poster at Forest Glen. Miss Broskey says so. If your hand shakes, make the letters fatter. If you spill a blob of paint, just cover it up with a star or something. If you spill the whole bottle, fill in the background. It's simple."

From then on a newcomer feels little hesitancy. He realizes before he starts that mistakes are part of the job and he already knows the remedy. Soon those accidents which appeared in the beginning of his career become a thing of the past because of increased confidence and skill. When a man has joined the class, he is free to choose his own job, that of drawing and painting a large poster, or merely painting in ward program headings, mimeographed from an original cartoon, conceived and executed by one of the group. No one knows his limitations better than the man himself. Therefore, by his own choice, he may decide in favor of the simpler job. Later, when he has become more adequate, he may ask or the leader may suggest that he try a more difficult task. His is the decision to accept or decline.

These posters are advertising programs to men, and the leader must never forget it. She must encourage them to create ideas and slogans with a premium placed upon originality and humor. To create these themes, a man must draw upon his own resources; and at times, the resources of the group. Often one poster represents the pooled thought of several individuals. One stimulates the other's thinking and together, they produce.

When the variety show, "Consolidated Mess," played at the hospital recently, the poster makers got the fact across with a poster depicting a girl with exaggerated attributes, sharply opposite to those of every GI's dream girl. Above it glared the caption, "Consolidated Mess!" They announced the arrival of the SPAR Band with a picture of a drooling wolf and the accompanying title, "Wow! All Girl Band." Another popular show was advertised with a large drawing of a poker hand entitled, "Another Full House!"

The ward program headings to which the weekly schedule of events is attached also show masculinity and thought. One patient, by humorously depicting his own experience, may bring to many others the realization that their feelings are not peculiar to them alone; but on the contrary rather universal. This is certainly a step in the right direction.

Work of this kind makes possible a very tangible basis for improvement and growth as the patient views his work, compared to the work of others and his own previous efforts. It also provides concrete evidence of achievement, essential to the establishment of self-confidence. Then, too, it gives the man an opportunity to give service by contributing unselfishly to the whole. This is of vital importance, particularly in a hospital, where the emphasis is almost entirely in the opposite direction—service to the man.

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What They Say About Recreation

"MUSIC IS A SPIRITUAL need not only of those who can pay $3 or $5 a ticket, but more so for the simple worker who, though unable to pay, is just as much an aristocrat of the spirit."—*Sergei Koussevitsky.*

"The search for some kind of spiritual base and the rising tide of impatience with the willfully obscure and the esoteric are certainly two of the strongest currents that are setting in to affect the character of writing in our time."—*J. Donald Adams* in *The New York Times,* November 19, 1945.

"Keep young folks occupied in their spare time, give them plenty of elbow room for play, stimulate competitive sports, and half, at least, of the youth problem is solved."—*Robert Moses.*

"Play skills give the parent a closer and more effective relation with children and enrich family life."—*Joseph Folsom* in *Childhood Education.*

"Democracy or good citizenship comes not from a course but from a teacher; not from a curriculum but from a human soul."—*Jacques Barzun* in *The Teacher in America.*

"Citizenship cannot be taught as a cold, abstract thing. It can be taught best through doing things together that yield joy; through playing together."—*Tam Deering.*

"Recreation attempts the delicate task of coordinating and developing a complete individual—a social being."

"Our crude civilization engenders a multitude of wants, and law-givers are ever at their wits' end devising. The hall and the theater and the church have been invented, and compulsory education. Why not add compulsory recreation?"—*John Muir,* November 12, 1876.

"Towns are held together more by religious, social and recreational attractions than by plain business transactions."—*U. S. Commerce Department.*

"All over America belief must be strong that the recreation way is the saving way. All over America the belief must be strong that the coming together of our people, both in seriousness and in play, is basic to a sound democracy."—*Harry A. Overstreet.*

"It is better to light one small candle than to curse the darkness."—*Confucius.*

"Remember that happiness is as contagious as gloom. It should be the first duty of those who are happy to let others know of their gladness."—*Maurice Maeterlinck.*

"Planned recreation and play together do more to dispel group hatreds than any other force except disaster. We shall have to purge ourselves of these hatreds either by learning to work and play together or by going through war and death together."—*Malcolm Shaw,* University of Minnesota, in *Survey Midmonthly.*

"Fuller use should be made of the recreation facilities of libraries, parks and playgrounds, and these facilities should be extended."—*Dr. Floyd W. Reeves.*

"Anyone who is interested in means for releasing tension must be as interested in creative and diverting recreation as in periods of let-down and repose. The crying need for our society, however, is that the heralded recreation shall have in it lots of fun and jollity to offset the seriousness of our work."—*Josephine L. Rathbone.*

"Recreation should be regarded and conducted as an educational and cultural force. This, of course, is merely saying that it should be recognized for what it really is. The character of the American people and of their civilization will no doubt depend as much on recreation as on education."—*George S. Counts.*

"Half the world is on the wrong scent in the pursuit of happiness. They think it consists in having and getting, and in being served of others. It consists in giving and in serving others."—*Henry Drummond.*

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Friends Through Recreation

THREE HUNDRED YEARS ago—more or less—a boatload of immigrants set foot for the first time on the soil of a "new" world. They brought with them their customary way of life—their songs and their dances, their patterns of speech and dress, their ideas and their crafts. They found a land of wilderness and swamp, of wilderness and rock. They found a people alien to them and their ways, fitted to cope with the swamp and the rock, fitted by their pattern of culture to live in the wilderness. The newcomers fought that native folk, but they took from the Indian what they needed to make a life in the world they had come to conquer.

Throughout the years that followed the first landings of Europeans on the continent of North America—the decades, the quarter centuries, the centuries — the number of immigrants was increased many hundredfold by people from Europe, from Asia and Africa. More boatloads came from France and Holland, from Spain and Sweden. Irish and Scotch, Swiss and Finns, Italians and Hungarians and Germans and Chinese and Austrians, dark skinned and light skinned, man and woman, bond and free, rich and poor, came to the western shores. Each group brought a gift to the new land—a gift of song or legend, of dance or language. The gifts were woven into the pattern of a new land and a new people, became a part of the warp and the woof stretched upon the loom of half a continent.

In time the old customs were integrated into a new culture, their origins often hidden by the gathering of the years. The people lost their awareness of the gifts, forgot that they were in debt to the givers. The givers themselves sometimes forgot their origins. The heritage of an older world was often brushed aside, belittled, disregarded, until in recent years we in the United States have become once more aware of the wealth of varying cultures lying on our doorstep. Here and there groups of people have begun to search out the sources of those cultures and to make use of them before they are lost.

There is still much to do. Rachel Davis-Dubois speaks of "the creative use of cultural differences," and her words stand as a challenge to recreation leaders everywhere, for the fabric of these "cultural differences" are songs and singing games, crafts and stories and dances—the very stuff that recreation programs "are made on."

The challenge is there, too, because of the charge laid upon the recreation leader to use his skills and his leadership to bring to his community a richer and a fuller life, to help the foreign-born make for himself a *fitting* habitation and a home, to give second (or sometimes third or fourth) generation Americans a reverence and a respect for race and language and the traditional backgrounds of music and dance that are too often lost in the desperate human mob-need to "be like everybody else." There is no better way, perhaps, to bridge the gap between native and foreign-born citizens, or between foreign-born parents and their American-born children than to emphasize the gifts the minority groups have brought with them to build our North American culture, that they may all become friends through recreation.

These are weighty arguments in favor of making full use of national materials in the recreation program. To them must be added another argument, equally weighty though less unselfish. For any local program will grow in variety and richness if such cultural backgrounds of other nationalities are probed and used with skill and intelligence on the playground or in the recreation center.

Many communities have already discovered the value of working with nationality groups. In the following pages their experiences have been distilled to form the basis for suggestions on how to use the gifts that have been given us.

The United States is a "nation of nations," built over the centuries by immigrants who have brought to these shores the culture of many nations and all the continents. From Maine to California, from Oregon to Florida recreation departments are heirs to the gifts that "we the people" have brought and are bringing to the western land. Recreation departments have the privilege and the obligation of helping the foreign-born American to make here for himself a *fitting* habitation and a home, that those people whose families have been making the American way of life for many centuries and those people who are newly come into that way of life may share their several riches and in so doing may become "friends through recreation."

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Starting Point

Not all communities will face the same situation when they set out to use folk material in the program. In some communities there will be many groups of people who were born and raised in other countries. Their memories of the songs they sang, the games they played, the customary celebrations that marked their high days and holidays may be quite clear. Or their recollections may have become dim through circumstances or intent. In such a community some, at least, of the rich deposit of folk culture will be available, though the vein may need to be worked with care and patience and tact.

In other communities the minority groups may long since have been assimilated to the pattern of the majority. In such places it will take more work to bring to the surface half forgotten memories of lore handed down from the past.

Still other places will have no foreign-born groups, and program leaders will need to find from books and from collections of songs and games and dances the material on which to build a program. Fortunately there is an increasing supply of such printed or recorded material. Some suggested titles will be found in the list of resources at the end of this pamphlet.

Plans for Programs

No matter what techniques of program building are used, however, the kinds of material that will go into the program will be much the same. These fall into five categories—arts and crafts, games and sports, music, folk dancing, drama. In addition, various special events and such collateral activities as picnics and receptions and discussion or study groups may well be added.

A program which uses folk material doesn't just happen. It takes careful planning and careful thinking out. But it has the technical advantage of flexibility and it can be counted on to stimulate general interest and enthusiasm.

Folk materials lend themselves easily to the day-to-day program. They may be used with conspicuous success for patriotic holidays or for seasonal celebrations. As a "bang-up" culmination to a year's program or a summer's activities, there is nothing more colorful than a folk festival.

In planning the program there are two general lines of development that can be followed either separately or in combination. Our North American folkways offer a very fruitful field for program material. The Indian cultures, the cultures of the southeastern mountaineers, the ways of the cowboy are recognized as rich sources for background material in music and games and arts and crafts and dramatics and storytelling. Less apt to be thought of are the folkways of the anthracite coal miners, of the Cajuns of Louisiana, or the Pennsylvania Germans. Yet these groups and many others in the country have enormously interesting customs that are in some danger of disappearing except as historical curiosities. They deserve rather to become familiar to all of the people in these United States, not just to the relatively small group living near-by. For they can add much to an intelligent awareness and use of the deep well of cultural lores from which we draw our own culture.

The folkways of South America and Europe, of Asia and Africa can be used, too, as program material. It is not, of course, always easy—even in communities where there are large groups of foreign-born or first generation Americans—to get at the data the program leader is after. Those of our people who have been removed from their immigrant ancestors by four or five generations have not always been hospitable to the newer arrivals and it may be necessary to break through layers of suspicion and fear of ridicule and misunderstanding in order to get at the facts. The program leader cannot go blithely into the Mexican or Polish or Spanish or Italian or Negro section of the city with the attitude of "Goody, goody, here I've come to find out about your native backgrounds of culture!" Even with an underpinning of the best intentions in the world such an attitude will succeed in getting nowhere with a maximum of speed! There is, of course, no hard and fast rule on "The Proper Way to Approach a Minority Group." But there are some general principles which should be borne in mind.

Getting Under Way

In the first place, human nature is essentially the same regardless of national backgrounds, of language differences, or differences in creed or color or opportunity. For so long a time emphasis has been placed upon the differences that it is sometimes necessary to make a distinct effort before this habit of thought can be broken. But broken it must be if the seeker after national cultural knowledge is to meet with success. It is well to remember, too, that few people want to stand up and display their differences in a white light of publicity. They need to be made (and we need to make them) an integral part of the whole pattern,

not a brilliantly-colored fringe stuck around the edge.

Probably the most important single need in a successful meeting with minority groups is an awareness that the cultural differences didn't just happen. They grew out of the life and environment, the needs of body and of spirit that a national group experienced together over the period of many centuries. They are not to be taken lightly but with the reverence generally accorded to all aged and fragile things.

The program maker should have enough knowledge of the customary social or religious taboos of the foreign-born group to avoid offending against them. It would be well, too, if he sought out and made friends with the leaders of the young people in the groups he is seeking to make contact with; if he reassured these leaders that he had no desire to disrupt the traditional patterns of control over youngsters; gave to the leaders the time to come to a thorough and mutual understanding with them; gave them, too, wherever possible and desirable, special services.

Rachel Davis-Dubois has developed a technique of intercultural cooperation that has proved highly successful. She describes it in a book entitled *Get Together Americans,* published by Harper and Brothers in 1943. An entirely different, but also successful method used in eleven high schools in New York City and Westchester County, New York, could be adapted on any playground or in any recreation center with the necessary leadership in dramatics. This method is described by Spencer Brown in *They See for Themselves,* also published by Harper and Brothers in 1945. The technique of organizing a folk festival is described in a guide especially valuable for communities which have little or no foreign-born elements in their population. The booklet, *The Folk Festival Handbook,* was published in 1944 by the Evening Bulletin Folk Festival Association in Philadelphia, Pennsylvania.

Program—Day-to-Day

Obviously each community must tailor its program material to fit its own needs and its own facilities. The recreation leader would do well to begin his planning with a careful survey of his community resources. He will need to know what nationality or other minority groups are living in the community; what help he can expect from these groups and from schools, churches, other agencies or organizations in the matter of trained leadership; what books he can get from the local library, what records from the local music stores; where to go to supplement these facilities and to get films and other visual aids for the program. He may find it desirable to enlist the aid of the newspaper and the radio station in publicizing his program or to explain its place in the whole recreation setup in talks to civic clubs, to P.T.A.'s and to similar organizations. Certainly here is an occasion when it would seem advisable to take plenty of time and energy to interpret the program and the department to the community at large.

Once the initial "spadework" has been done, the planning can get down to cases with little difficulty.

The Work of Their Hands

The handcraft program of playground or center built around the arts and crafts and skills of nationality groups can provide new and exciting

Exciting new activities for heads and hands to explore

activities for hands and heads to explore. Both youngsters and adults will respond to the craftsmanship native to Czechoslovakia or Russia, Switzerland or France or Mexico. In one community lucky enough to have many nationality groups represented in its population, the public library arranged exhibits of arts and crafts from each group. Such exhibits can serve the double purpose of stimulating interest and activity and of giving national craftsmen a proper tribute to their artistry. Some recreation departments plan their craft periods so that each week the crafts of a different nation are studied. Others prefer to work intensively on the kinds of crafts developed in a single country. An arts and crafts fair or exhibit is a natural and a fitting climax to the summer's or the year's work. If a final folk festival is part of the planning, such an exhibit can have its place in the over-all festivities. In any case, it is probable that the various nationalities will be proud to join in the display which will attract many visitors if it is properly promoted.

Nationality groups interpret their national dances

A World at Play

Either for their own good sakes or in building toward a final festival, singing games and folk games can have a prominent place in the program. In any language their name is legion. There is ample room to pick and choose the best—the most interesting and colorful and varied—both from our remote and our nearer immigrants. Our own land is rich in singing games and folk games and play party games—so rich that the play leader may tend to neglect the games whose point of origin is elsewhere or to overlook the more ancient roots of what we think of as "American." It will take, maybe, more work to find and play the less familiar games, but the end will justify the effort once the job has been done. Here, too, is an opportunity to bring the community's nationality groups into the picture as proud and active participants in the program.

They can participate, too, by supplying information about low organized games many of which originated in foreign countries. A description or a demonstration of how the games were played in the countries of their origin will inevitably add to the interest in playing them.

The Music Goes Round and Round

There is probably no more fertile field for the nationality program than music. Much of our most familiar music comes from abroad. Folk songs open up many opportunities for choruses which need not be too highly trained. Some Negro spirituals are known and loved almost everywhere, but there are many not so well known that make good singing for everybody.

Among the nationality groups, too, it is often possible to find people who could take part in interesting activities revolving about instrumental music. Some countries have developed what might be called "folk instruments." In other places some one instrument has been traditionally used for hundreds of years so that it has become an intimate part of the folkways of the community. Exhibitions demonstrating such national musical in-

struments or, perhaps, classes organized to learn their techniques would add many cubits to the stature of music hours in the recreation program.

Music festivals and concerts using the vocal and instrumental music of special groups would have a proper and definite place in any festival program, and toward that end nationality group units could work throughout the year or the summer preparing examples of their characteristic vocal or instrumental music. Incidentally, a folk song festival offers wide possibilities as a special function and, through the preparation period, excellent program material for daily or weekly activities.

Dancing Feet

Folk dancing, always highly considered as a suitable part of a recreation program, has been experiencing of late a special renaissance of popularity. There is probably no nationality group which does not count among its numbers men and women who are experts at interpreting their national folk dances. This, again, is an activity which lends itself to the day-to-day program as well as to colorful and interesting numbers for special occasions or for the culminating festival.

The World a Stage

The opportunity to use nationality groups in tableaux, pantomimes, plays, pageants, puppet shows is almost endless. The legends and stories of other lands provide excellent material for dramatizations, whether they be simple or elaborate. Some groups have, in honor of special feast days, plays or pageants that have been handed down—generation to generation—from time immemorial, and these will add interest and excitement to any event scheduled at the recreation center. Since many of these dramatizations have a religious significance, however, care should be exercised as to the circumstances under which they are presented.

The many weeks and days set apart each year for marking some special phase of American life will provide frequent chances to dramatize the contributions to culture and science in the United States that have been made by people from other countries. Both in the preparation of the material and in the production itself the groups of people originating in other lands can take an important part here. If language presents a difficulty for new arrivals from other countries, it is always possible to prepare the script for a narrator or two, using pantomimes or tableaux which will give many actors a chance to be seen but not heard.

If language does not have to be considered, verse speaking choirs are particularly effective in presenting dramatic materials that depend in large measure on narrative content. The following lines, written for a New Citizens' Day in Salt Lake City, Utah, are an excellent sample of a treatment of nationality materials that would lend itself to choric speech:

I am the England
In this man, this woman . . .
These things I remind you—
I gave you the nucleus of a race,
A language, and 880 years tradition
Into the keeping of an American wilderness.
And you speak my tongue still.
And you keep my traditions
And the strong Stock of me.
Pilgrims, planters, freebooters . . .
How shall you forget them?
Your rivers, mountains, states,
And your proudest cities wear English names,
And the rock at the core
Of your beloved democracy
Is the unbending will of English yeomen to be free.
How shall you forget these things?

I am the great heart of Germany . . .
Who gave you the exact sciences,
And taught precision to your minds . . .
Yet, lest the gifts of me be forgotten,
These things I remind you:
It was my Von Steuben who trained those ragged armies
That turned back imperial Britain
And made a nation beyond the Atlantic,
And brothers to him came quietly to the freed soil
And made it yield.
And I have given you Damrosch and Lehman,
To sweeten your ears
Steinmetz, Einstein
To enrich your laboratories
And these not a thousandth part.
How shall you forget me?

I am the France
In these Americans . . .
Mother of grace, mother of elegance.
How shall you forget me
Whose foreign money, arms, soldiery,
The visionary Lafayette, and a hundred tall ships
Fought for your first cause?
I gave you polish and the infinite refinement
Of five hundred years' achievement in the arts . . .
We are bound as strongly as the knit stones
In the "Liberty" that stands
In New York harbor.
Our armies have stood shoulder to shoulder,
And our men of peace, arm in arm.
How shall you forget me?

I am the Italy
In these Americans . . .

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How shall you forget me?
Who gave you law and the procedure of law;
Who cradled Christ in the lean and bitter years
Of the beginnings;
Who brought the brilliance of the Renaissance
To all the progenitors of America.
A man of mine planted the first banners
Of the white race on your shores
And another gave his name to half the world,
Columbus and Amerigo, and you honor them still —
Sons of me have built your roads,
Your tall buildings, dug your sewers and tunnels,
Rome has always been a builder.
And I gave you song, and singers to warm you . . .
How shall you forget these things?

I am the Slav in these Americas . . .
That endlessly unbowed,
That gave the west continent
The proudest and the best of my
Broad backs and eager youth.
How shall you forget me
That gave Tesla, Pupin,
Into your sciences;
Dvorak into your own music,
And Hofman and Stokowski.
Ask the coal you burn, who mined it,
The gasoline, what worker wrung it from the earth,
The bridge, what man bound its steel together . . .
And every third answer will be "A Slav."
I made you rugs to walk on,
And Slavic craftsmen fill your houses.
How can you forget me?

I am Greece
A deep and antique voice
In the symphonic voice of America.
I am Hellas
Inventor of democracy,
Source of your sources of music,
Poetry, sculpture, drama,
And the endless sciences of inquiring minds.
Who will gainsay me —
Who will not remember and acknowledge me?
. . . The fertile places in California, Arizona, Oregon
Attest me.
The sweets your children buy with pennies
And the vending of foods attest me.
I am endless Greece, the sage and the humble.
How shall you forget me?

I am the Denmark
In these Americas.
Half a million of me
Moved westward from the North Sea
And diffused over half a continent.
How shall I be forgotten?
The lush dairylands of Minnesota,
Illinois, Oregon, Wisconsin
Attest me.
The fields of the Dakotas, Wyoming, Utah, Colorado
Attest me.
I gave you the best of a strong
And patient race . . .
I sent the ablest of my people,
How shall you forget me?

I am the Finland
In this America,
The northernmost of the north countries,
An echo of the crackle of ice underfoot,
A memory of stern living and a frugal people.
How shall you forget me,
The payer-of-debts?
The Nation's lumber yards justify me,
The iron mines of Minnesota,
And farm lands by the northern border
Attest me . . .
I sent you the tallest of my sons,
And the tallest of my daughters.
You shall not forget me.

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Youngsters can make books showing their national backgrounds

The School Takes a Hand

By TILLIE HAROWITZ
Madison School, Pittsburgh, Pa.

The school has many a contribution to make to the recreation program. One of the most obvious is often overlooked. It is especially interesting, therefore, to learn how one imaginative teacher in one school devised ways and means to use an English class as an introduction to a summer of happiness and a guidebook to fun for more than one youngster who had not, before, looked forward to vacation.

WHEN MADISON SCHOOL in Pittsburgh closed for the 1945 summer vacation each sixth grader knew all about the playground, the swimming pool, the library sub-station and the day camp in his neighborhood. Each one had discovered for himself that a youngster can have an exciting and interesting vacation. They hadn't looked forward much to past vacations, these youngsters. The end of school had meant three months of dull and uninspired loafing to most of them. But by June 1945 every sixth grader in the school knew what to do in his spare time and where to go to do it. They knew because they had learned in their English class.

When the spring semester was well on its way the sixth grade held a discussion of games in their English period. The question of summer fun came up. The teacher asked them these questions:

"What games do you like to play?"

"What fun did you have last vacation?"

"If you had your wish come true, what would you like to do most of all this summer?"

"What are your plans for this summer?"

From the answers it was clear that there were no plans for the vacation to come and that past vacations had been filled with humdrum, unguided activities. This was not surprising, for the youngsters came from poor homes, and elaborate camps and trips were beyond their reach. Many of them, with working parents, would be left to their own devices once school closed.

But the boys and girls were definite in the things they wanted to do. These were some of their answers: "I would like to go swimming, to play tennis, to play jacks, to go to the zoo, to ride the bicycle, to go traveling (the list of places ranged from California to Maine), to see places in Pittsburgh, to stay at a camp, to play on the playground, to hike to the country, to make things out of wood, to embroider, to cook, to sew, to paint, to read." One little girl who had no hope at all for the future, said calmly that she was going to stay at home and like it. "Where can you do all these things this summer and do you know where such places are in your own neighborhood?" asked the teacher. A few knew, a few had been active already in the neighborhood Y, but many did not know. They were for the most part afraid of the cost. It was obvious that they needed help, not only the one class but the others in the school also. Through an auditorium period, others too, could be taught all the facts about a safe and happy vacation.

Here was a project for the English period. The sixth grade boys and girls could get the facts and and prepare from them an auditorium program for the whole school. The sixth graders turned themselves in May and June into recreation surveyors.

"How will you find out what facilities there are for boys and girls in your neighborhood Y, the playground, the park, the church, and the clubs for children?" They thought they might start by visiting their neighborhood Y, and discussing their problem with the director. The enthusiasm of the class grew as soon as the first group returned and told of their trip. One boy said, "You have to listen hard and know all the hard words which the man said." Another commented, "You have to know how to behave." Thus, they put on their very best Sunday clothes and went forth with their teacher to find out for themselves.

Before each interview, an appointment was made with the director of the organization to be visited and the group that volunteered to go. The children selected the institution they wanted to visit. Before they left they came together to decide what questions they were going to ask. There was always, too, much discussion about their social behavior during the proposed excursion. For these trips offered many opportuities to teach good citizenship, courtesy and orderly behavior. "What should you do on the street car? How do you enter such a building? Who opens doors? Who

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U. S. O. to Y-O-U

By THOMAS W. LANTZ
Superintendent of Public Recreation
City of Tacoma, Washington

PART II

IN EARLY MAY 1944, the South Tacoma U.S.O. was given three weeks to close and it did! There was no warning given to the U. S. O. operating committee, volunteers, or the neighborhood previous to this time. Attempts to explain the closing of the Service Center were futile. For three months the building was dark and idle. During the three summer months a new public recreation setup was effected in Tacoma, bringing together the Metropolitan Park District and the Tacoma School District in the joint financing of the public, year-round program. An advisory recreation commission was created and a new superintendent employed.

Then came the work of "selling" the Park Board, on whose property the U.S.O. building was located, on the need for a civilian neighborhood recreation center. Although the members of the Park Board were skeptical, nevertheless credit goes to them for finding the funds to operate the civilian center from September to December 31, 1944, the end of the fiscal year.

A contract of management was signed by the Federal Security Agency and the Metropolitan Park District. The annual rental of the property, still government-owned, is a dollar a year. The Federal Security Agency requested a budget showing that the Park District would provide leadership, operate and maintain the building, excepting for structural defects. (See budget, Part I, December RECREATION.) On June 17, 1944, the Federal Recreation Building, U.S.O., became the South Tacoma Community Center on a rental basis. $478 worth of fuel oil and janitor's supplies were purchased from the U.S.O. by the Park District.

All federally-owned property remained in the building. The properties include a 16 mm. sound motion picture projector, a very fine public address system, complete soda fountain, furniture, draperies, and janitor's cleaning equipment.

On August 1, 1944, Miss Margery Davisson, former U.S.O. worker in the building, was appointed director of the civilian center. Instead of a yearly U.S.O. budget of $13,672, she now had a civilian community center budget of $3,792 from September 1 to December 31, 1944.

Miss Davisson's first objective was the organization of a ciitizens' advisory council. She reports that in her visits to many individuals and groups within the community, the full effects of the sudden closing was obvious. "Important contacts had been lost, precious adult volunteers had scattered or found other interests, junior hostesses were disorganized, bitterness showed in those individuals and clubs who had been so very faithful. There was a willingness to accept the advantages of the 'new' center but not to help in the work or sharing the expenses," reports Miss Davisson. The scoffing attitude of the businessmen could be summed up in the statement, "if the government couldn't swing it, how do they expect local people to do it?" Apparently there was a general apathy towards the new project on the part of the neighborhood.

Thus the first lesson might be learned from experience that U.S.O. building reconversions must not be accomplished suddenly. The mere fact that Miss Davisson has been working over a year to interpret the work of the neighborhood recreation center and is still soliciting adult participation in the operation and activities, should be a warning to all U.S.O. to Y-O-U transition. In a recent conference of U.S.O. Puget Sound area staff representatives, the subject, "Reconversion and U.S.O." was the number one topic of the day.

A recent letter from the Tacoma U. S. O. Council inviting the writer of this

On Junior High Canteen Night the young people have dance instruction

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article to sit in on the new "Reconversion Committee" indicates a desire on the part of U.S.O. locally to avoid a hasty shifting of servicemen's and women's buildings to the public. The letter states "the functions of U.S.O. are now in a state of transition and we expect in the next year to eighteen months that the U.S.O. centers will cease to function as such. During this period, problems will arise relating to factors such as curtailment of activities and what disposition should be made of facilities and similar matters."

The possible objectives of a reconversion committee might be:

1. To assist in relating the leadership which has been with U.S.O. during the war to the civic, religious, recreational, and social welfare opportunities for service in the city.

2. To assist in the conversion of U.S.O. property and equipment for constructive purposes. This may require a study of —

   (a) The needs of the city

   (b) The requirements of the owners of the land and buildings assigned to U.S.O. during the war

   (c) The requirements of the Federal Government through the Federal Security Agency in the transfer of federally-owned property

   (d) The requirements of the National U.S.O., Inc. in the transfer of equipment

3. To discuss a long term plan for service to local veterans' hospitals and to the standing Army, Navy, Marine and State Guard personnel in the area.

4. To integrate the activities of servicemen and women with the community activities.

5. To consider methods of financing the center after U.S.O. withdraws.

In RECREATION for December, Mr. Lantz told of the experience of the Tacoma Park Board in promoting the U.S.O. building, located on Park property, as a community center. Organization, budgeting, and similar matters were discussed.

In this issue Mr. Lantz describes some of the difficulties encountered in the transition period from the time U.S.O. stopped operating until the Metropolitan Park District assumed responsibility for the building.

Courtesy Tacoma Recreation Commission

Courtesy Tacoma Recreation Commission

The U. S. O. Building in South Tacoma which is now serving as a Neighborhood Recreation Center

One thing is certain. There will be many organizations seeking the use of U.S.O. buildings. Pressure groups will do everything possible to local and federal officials to gain their point that their organization should be the one to operate the former U.S.O. building. Therefore, the composition of the "Reconversion Committee" is most important. Surely the committee should be widely represented.

From a number of other cities have come reports of U.S.O. buildings which, under certain conditions, have been turned over to local municipal bodies by the federal government.

Galveston, Texas, is reported to have obtained two well-equipped U.S.O. buildings, one for white citizens, the other for Negroes, each originally costing $90,000. The buildings have been turned over to the local Park and Recreation Board with a contract which calls for payment of $1.00 per year. If the Board should eventually decide to purchase them they may be acquired for fifteen per cent of the appraised value, with the provision that no payment would be made for three years. After this, payments of $2,000 a year would be required until the building is paid for. These two buildings are said to be completely equipped and in excellent condition.

Word has been received that Tampa, Florida, has purchased for $13,000 two federally-owned recreation buildings in that city, one for whites, originally costing $60,000; the other for Negroes, costing $40,000 with furnishings and equipment.

Further reports are to the effect that the federal recreation building in Panama City, and the building at Tallahassee, Florida, are to be sold to local authorities for $10,000 each. Among other cities reporting on plans to take over U.S.O. buildings, in some instances for youth centers, are Brunswick, Maine; Nevada, Missouri; and San Luis Obispo, California. There are doubtless many other communities which have taken definite action or are considering plans to secure buildings.

The National Recreation Association will greatly appreciate receiving reports of other federally-owned recreation buildings which are being turned over to authorities in local communities for administration. This information will be reported in RECREATION for the benefit of all our readers.

Children's Theater Goes Traveling

By PATRICIA W. ROYAL
Promotions Secretary
City Division of Recreation
Richmond, Virginia

"TAKE SEVERAL portions of interested local talent; mix well with hard work and cooperation of a children's theater committee, a municipal recreation division, and a civic-minded department store; pour into a portable stage. Serves thousands." That's the recipe for making theater for all the children an actuality rather than a recreation department's dream.

Since the fall of 1944 the City Division of Recreation in Richmond has been working with Miller & Rhoads, one of the city's oldest department stores, to produce selected plays free for Richmond's children. The Recreation Division supervises and directs the dramas and Miller & Rhoads finances them and distributes the tickets, in addition to advertising them in their newspaper ads and radio programs in connection with their children's book store, The Aladdin Bookshop.

History

It all began when Miller & Rhoads heard of the splendid work the Division had been doing with children's drama and invited them to produce *Aladdin and His Wonderful Lamp* to be presented in their tea room. The production was a huge success and the demand for tickets so great that *Aladdin* was repeated in the Lyric Theater for another full house of enthusiastic juvenile playgoers. "The Aladdin Players" had scored their first hit.

Next children's theater show was *Mary Poppins.* Two days after the tickets became available, Miller & Rhoads telephoned the Recreation Division to hang out the SRO sign! School groups came. Matrons brought large numbers of children from the orphanages and city homes. Boys and girls with and without their mothers saw the fantastic story unfold on the stage of the Lyric. Many bewildered youngsters left the theater still wondering how even an unusual person like Mary Poppins could have tea up in the air with her uncle, defying all laws of gravity. But Mary was like that, and it was a delightful production from the time the East Wind blew her into the lives of two adventurous children to the split second when the West Wind blew her out again as mysteriously as she had arrived.

Robin Hood, a colorful comic opera, was produced in conjunction with the Richmond Opera Group. From Sherwood Forest transferred to the

Little Women

Lyric stage came the well known tunes of de Koven's best known work. Some of Richmond's most talented singers gave the juvenile audience an enjoyable afternoon full of such favorites as "For I'm Falling in Love with Someone" and "Brown October Ale." One week later the curtain was going up on *Robin Hood* again, this time as a demand performance in connection with the Seventh War Loan drive. Bonds purchased to see this local production exceeded the amount bought to see some of the nationally-known stage and radio stars imported to boost the War Bond sales.

Aladdin and the Wonderful Lamp

When summer arrived the Recreation Division and Miller & Rhoads proudly announced that the Aladdin Players would tour the city parks on a portable stage with two children's plays. The summer before *Cinderella* had been most favorably received at eighteen of the city playgrounds where it played from a "stage on wheels." The portable stage was a big improvement and adaptable to any location and to a variety of plays. Seated on a hillside on pillows, newspapers, and the bare ground, thousands saw the out-of-door productions in their own neighborhoods.

Lewis Carroll's *Alice in Wonderland* with its white rabbit and its mad hatter was the first show on the portable stage. After a full house on opening night at McVey Hall, *Alice* took to the road for performances scheduled for each of the four sections of the city. However, the fates were against *Alice* and the play was rained out at all but one location.

By the time *Rumpelstiltskin* was ready to tour the parks, the freak season was over. This charming drama of a mysterious little dwarf was playing to its last audience in Gamble's Hill Park near the center of the city when the premature report of victory ended its performance on a very joyful note. *Rumpel,* as the play was lovingly called by the technical staff and actors, was one of the best of the productions, having excellent lighting effects and settings.

With its elaborate scenery and props, *Jack and the Beanstalk* was the most recent of the children's theater plays in Richmond. This was the first of two plays scheduled for the winter season in the Lyric Theater. The audience laughed and wept with Jack and his widowed mother as they combatted the ferocious giant.

Children's theater in Richmond works on a very simple plan. Serving behind the scenes is the

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Music Week in Recreation Departments

By C. M. TREMAINE
Secretary
National Music Week Committee

PARTICIPATION in National and Inter-American Music Week is growing in popularity among recreation executives, because it is proving practical as a *stimulus to musical interest and activity throughout the year.*

Beginning as it does the first Sunday in May, the observance can be made a demonstration of what has been accomplished through the winter or indoor season, an introduction of plans for the summer and fall, and an appeal for public interest and support in new work that cannot be established until such support is forthcoming. The time is also propitious in most places for both indoor and outdoor events.

This year's observance, the twenty-third annual Music Week, will be held May 5-12. President Truman is chairman of the Honorary Committee of Governors, and the following are some of the thirty-three prominent national organizations represented through their presidents on the active committee: National Federation of Music Clubs, Music Educators National Conference, National Recreation Association, Boy Scouts of America, Girl Scouts, Camp Fire Girls, 4-H Clubs, and Y.M. and Y.W.C.A.'s. The state branches of some of these groups have outlined model plans by which their local units may take part, independently or together with other groups.

Chicago Celebrates Music Week in 1945

Recreation directors thinking of doing something about Music Week in the spring, and looking for ideas, will probably gain most from a brief discussion of what was actually done last year by their colleagues in a few selected cities.

In Chicago the Music Week observance of 1945 was held under the auspices of the Choral and Instrumental Music Association, with the Parks and Playgrounds Department prominently represented on the Executive Committee through Ken Carrington. Programs of the observance gave the city a chance to hear demonstration concerts by such distinctive musical and civic groups as the Hull House Choirs, the University of Chicago Chamber Orchestra, the Civic Music Association, the Mendelssohn Club, the Paulist Choristers, and the Swedish Choral Club. In cooperation with the Illinois Congress of Parents and Teachers, the Association took advantage of the occasion to present one concert by Mothersinger Choruses or women organists each day of Music Week.

The twenty major events of the observance were so well distributed over the city and some suburban areas, and so well fitted into the time schedule that large sections of the population were reached and various types of interest served without duplication or crowding, yet with a powerful collective effect. Choral programs were somewhat in the majority—in line with the purpose stressed by the Association this year, "Let's Keep Chicago Singing," but next year it may be there will be more instrumental programs, for the encouragement of amateur orchestras and small ensembles is just as close to the heart of the Association.

The noon-hour programs at the corner of State and Madison Streets, another feature of Music Week, were arranged in cooperation with the State Street Council and the Illinois Opera Guild Radio Networks, and presented in a less formal style the work of such groups as the Chicago & Northwestern Railway Company Choral Club, the Mixed Chorus of the High Schools of the Chicago Catholic Archdiocese, the Monumental Youth Glee Club, the Christian High School Choir, the Pullman Choral Association, and the Alice Stephens All-Girl Singers.

Concluding the observance in Chicago was a Music Week Conference at Kimball Hall, with all its six sessions devoted to the city's progress and needs in the field of music and how these were being affected by the trends of the

"Music is one expression of the Supreme Artist and of all the creative forces of the universe which inspire us. . . . Some of us are born to be sensitive to music; others find it difficult to understand at first, but after a time they become responsive to its message, and their entire life is enriched by music. A new source of joy and understanding gives to them an enlarged meaning to life."—Leopold Stokowski in *Music for All of Us.*

day. Main discussions were on the subjects of music in therapy, in the churches, in recreational organizations, and as a leisure time interest generally; woman's place in music; music in the home; what music can do for Chicago; what Chicago should do for music.

Dr. Hans Rosenwald, General Chairman of the Conference, summarized the discussions and proposed a Chicago Music Center to serve as a clearing house where people might find advice, materials, artists and inspiration. He stated that it is the responsibility of municipal groups, now that music has won audiences in factories and convalescent hospitals, to make it available to all through such a center. It was the consensus of the meeting that the Conference be made an annual event, and that plans for it in connection with the 1946 Music Week be made as far in advance as possible.

"What our national music needs is freedom from all inhibitions and timidities, an unembarrassed enjoyment of our own performance in its better moments, a sense of humor concerning the limitations of our talent, and, just as much, a sense of social obligation to develop the talent to its capacity, to perform as well as we can. . . . It is difficult to hide a bad painting, harder to get rid of a bad statue, and impossible to ignore a bad building. But the music we make dies with the performance. If it is bad we hasten to forget it. If it was good even the audience remembers it as a little better than it was."— *John Erskine* **in** *More Music in Small Towns,* **"American Magazine of Arts."**

The 1945 Celebration in Indianapolis

From Indianapolis, K. Mark Cowen, Superintendent of the Recreation Division, reports that Music Week was celebrated with well prepared programs at four community centers and one at the Soldiers and Sailors Monument in the downtown section. He adds that the participation exerted a beneficial influence and "made people more music conscious." At the Brookside Center a "Melody Manor" feature was sponsored by the teen-agers, with other numbers given by the Technical High School Concert Orchestra and the Boy's Concert Club. The local advisory committee consisted about equally of recreation officials and music club leaders, with the actual program arrangements in the hands of Ruth Smith, Supervisor of Music for the Recreation Department.

Some Activities in California

The chairman of the Music Week Committee in Los Angeles was Harold W. Tuttle, President of the Municipal Art Commission. Summarizing his view of the effects of the observance, he wrote that it marked the beginning of a city-wide musical organization program, "which we believe will reach all local communities within the city and bring about permanent choral and instrumental groups of citizens, producing music for their own benefit and that of their community."

The opening program, given at the entrance to the City Hall on Sunday, May 6th, featured Jeanette MacDonald, singing actress; the Los Angeles Police Band, a Boys' Chorus of 300 directed by Roger Wagner; and several smaller instrumental ensembles; with a brief address by Mayor Bowron. Civic and other groups participating in or sponsoring other programs included all Los Angeles Kiwanis, Rotary, Lions, and Optimists Clubs, all USO centers, public libraries, Choral Conductors' Guild, Junior Chamber of Commerce, Civic Chorus, Parent-Teacher Association, and many of the schools, churches and women's clubs.

In Long Beach, California, where Music Week has been an annual event since its inception in 1924, the Recreation Commission sponsored the Monday evening program at Exhibition Hall, Municipal Auditorium. The *Press Telegram* devoted a whole page the opening Sunday of the observance to a picture display of musical groups from the Long Beach schools and an article on the value of music education.

Large, Medium and Small

St. Paul, Minnesota, organized amateur vocal and instrumental contests in fifteen recreation centers as the leading feature of its Music Week observance. Classes in the vocal contests were: choral groups of eight or more persons, quartets, trios and soloists; in the instrumental section, orchestras of eight or more persons, soloists, and novelty musical stunts. Best entries in all the classes competed for the city championship finals the closing Sunday of Music Week. As this was also Mother's Day, the program was dedicated to the mothers of St. Paul. Certificates of award were presented by Robert F. Peterson, Commissioner of Parks, Playgrounds and Public Buildings. Frank J. Drassal, Supervisor of Recreational Activities worked out the plans for the contests.

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Orientation *via* Recreation

By JOE DICKSON
Director of Physical Education for Boys
Junior High Schools, Galesburg, Ill.

SCHOOL SYSTEMS operating under the 6-3-3 plan often experience an orientation problem arising from the need for integration of students from the junior high schools upon arrival at the senior high.

By sponsoring a co-recreational play day, a threefold objective may be successfully achieved, namely: orientation of students, opportunity for youth to associate under favorable conditions with young people of the opposite sex, and an opportunity for many students to enjoy themselves. This article is concerned with a method successfully used to obtain the above named objectives.

As is true in the inauguration and maintenance of any co-recreational program, success depends upon the cooperation of many teachers. In organizing and making plans for the play day, an attempt was made to include as many departments in the school as possible. By so doing the play day became a school project and not a project of the physical education department alone. The schools involved became play day conscious.

The departments participating and their contributions were as follows:

1. The home economics classes purchased ribbon which they measured and cut by pattern for the awards.
2. The art classes designed the awards, made posters, pennants, and signs.
3. The wood shop classes constructed equipment necessary for the games.
4. Members of the mechanical drawing classes constructed the playing courts on the athletic field.
5. The Newspaper Club of the English departments wrote articles on the play day which were published in the school papers as well as the local papers.
6. The high school print shop printed the awards.
7. The junior business classes sold refreshments at the play day. The proceeds were used to finance the play day.
8. The Camera Club took pictures of the activities and made them into a film strip to be used in the future to stimulate interest in another play day.
9. All of the play activities were taught in the gym classes.

Team Organization

Four hundred boys and girls from the ninth grade of the three city junior high schools participated. The participants were divided beforehand into two groups of equal number according to size. The largest boys and girls were placed on "A" teams, and the remaining group on "B" teams. The names of sixteen well known colleges were selected to be represented by an "A" and a "B" team. In selecting the teams an equal number of outstanding boys from each school were assigned to act as captains. Other students were added until all teams were equal in number and abilities. Each team had the same number of boys and girls from each of the junior high schools and thus school rivalry was avoided. The captains were the only students who knew before the play day to which team they had been assigned. No boy or girl knew the personnel of any team until arrival at the athletic field.

Leaders

A week before the play day the thirty-two captains were assembled, assigned to their college, and given instructions for leading their teams. Each boy was made to feel his responsibility and much enthusiasm was developed at the meeting.

Equipment

All equipment was in place on the athletic field upon arrival of students and supervising teachers. At the close of the afternoon each instructor was held responsible for equipment used in his respective games. Sufficient equipment was on hand and it was not necessary to move equipment at any time. Extra balls, shuttlecocks, were available in case of accidental punctures or breaks.

Officials

The high school Varsity Club and Girls Athletic Association served as officials. The Varsity Club members were assisted by the G.G.A. mem-

School authorities in Galesburg, Illinois, found that boys and girls who had been rather large frogs in their junior high school puddles were having trouble adjusting themselves as newcomers to the "ponds" of senior high school. It took too long, by way of regular channels, for the incoming youngsters to feel "at home" in their new surroundings. So . . . the school authorities put their heads together and decided that *recreation* was "just what the doctor ordered." How recreation solved their problem is told in an article by Joe Dickson.

bers who were the official scorers. A meeting was held with each of the organizations at which time each member was given instructions and the rules for each of the games to be played. This gave the officials time to study and familiarize themselves with their responsibilities.

Assembling of Groups

The play day was held at the high school athletic field which has four entrances. Students were admitted to various gates according to the first letter of their last name. Upon entering the field each was given a tag on which was written his name, the team to which he or she was assigned, and the division, A or B. The tag was tied in such a position that everyone could learn the names of participants.

Pennants of the colleges had been placed at various places on the field. As soon as a student learned the college team to which he had been assigned he joined this group and started getting acquainted with his fellow team members.

Movement of Groups

Each captain was given a schedule for his team and the location of the various activities. Directions were given to the groups over a loud speaker which had been set up on the field. In order to check the teams as they arrived and thus avoid conflicts, teachers who acted as supervisors had schedules for their assigned activities. Each team was allowed three minutes to reach its first activity and become organized. At a signal play was started and continued for twenty minutes. When time was called all games stopped and contestants moved to their next game for another twenty minute period. This continued until all games had been played by each team.

Scoring

Space was left on the schedule given each captain for the scoring of points. As the captain reached the location of an activity, the schedule score card was handed to the score keeper. After the twenty minute play period allotted for each game, the scorer placed the score of the winner and loser on the score cards. In the field events five points were awarded for first, three for second, and one for third place. Scores were given for each relay and each field event. In games such as volley ball the groups played for points without any number of points to constitute a game specified. At the close of the afternoon all cards were handed over to the chief scorer who determined the winner.

Events

The "B" teams played all other "B" teams while the "A" teams played only "A" teams. The same games were played by both groups. Sixteen activities were in progress all afternoon. The following activities were engaged in:

Volley Ball	Softball
Aerial Darts	Corner Kick Ball
Tether Ball	Circle Dodge Ball

Field events (boys and girls were separated for this event):

Boys	*Girls*
Running Broad Jump	Running Broad Jump
8-lb. Shot Put	6-lb. Shot Put
Football Throw	Basketball Throw

Relays: Chariot relay, rope skipping relay, and shuttle standing broad jump relay.

Awards

To determine the winners of the day, points were scored for each activity participated in, and these were totaled at the completion of play. The "A" college team and the "B" college team receiving the highest number of points when scores were totaled, were declared the day's winners. Each member of each of the two first place colleges received a blue ribbon. Second and third place winners were similarly awarded with red and white ribbons.

After play was over everyone went into the gym for an hour of dancing and conversation after which awards were made and every one went home happily from an afternoon of fun and many new acquaintances.

This play day has been carried on for the past five years.

WORLD AT PLAY

Print by Gedge Harman

Museum for Family Recreation

"EXCELLENT family recreation can be had by visiting the various world famous museums of one's city as a family group," suggests the bulletin issued by the Chicago Recreation Commission. Speaking of Chicago's museums, the bulletin continues, "Boys and girls of school age find immense enjoyment at the Museum of Science and Industry, the Chicago Museum of Natural History, the Shedd Aquarium, the Adler Planetarium, the Art Institute, Chicago Academy of Sciences, and the Chicago Historical Society. Fathers and mothers, aunts and uncles, too, will get a kick out of the special exhibits, the movies, lectures and other attractions that make these spots of education and culture among the most pleasurable places to visit in the city.

Negro History Week

NEGRO HISTORY WEEK will be celebrated in 1946 in the week beginning February 10. Negro History Week was first celebrated in 1926 as an occasion for public exercises inviting special attention to the accomplishments of the Negro.

Further information may be secured from the Association for the Study of Negro Life and History, 1538 Ninth Street, N.W., Washington, D. C.

A Learn-to-Swim Festival

THE CITY DIVISION of Recreation of Cleveland, Ohio, the Board of Education, and the American Red Cross cooperated in a "Learn-to-Swim" program in which more than 1,600 children took part. During the week of April 23, 1945, a "Learn-to-Swim" Festival was held in order that the parents of the children might have an opportunity to see the progress they had made. The festival, which was held at five of the recreation centers, consisted of a water pageant, water ballet, and demonstrations of different styles of swimming. A second festival was held last August.

Brotherhood Week

THE Thirteenth Annual Observance of Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be held February 17-24, 1946. The theme will be "In Peace as in War—Teamwork."

Every school and college throughout the nation will participate in the observance. Material adapted to each level in the school is now available in the form of plays, posters and book lists and other types of literature. For this material and other information write the National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York 16, N. Y.

Our Fall Specialty!

"SEE NATURE in all its splendor" is the invitation offered by the Winona Municipal Recreation Board. "Join a group from the West or East Recreation Center and take at least one Saturday hike during the season. Get in the hike!"

A Good Report!

"EVERY full time Program Supervisor on the City Recreation Staff is a subscriber to the RECREATION magazine," states the Factual Report of the City's Municipal Recreation Department, Mobile, Alabama. "The Department subscribes to the bi-weekly bulletin service and distributes the material to the various Supervisors when the material deals with their respective programs."

NOTE: Reports such as these make very good reading!

Cleveland Crafts

1646 Hayden Avenue
Cleveland 12, Ohio

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Watch for the CLEVELAND CRAFTS exhibit of handicraft materials at the annual National Recreation Congress at BOOTH No. 8.

If you cannot be there, write for our 1946—Spring Catalogue

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CLEVELAND CRAFTS
1646 Hayden Avenue
Cleveland 12, Ohio

Presenting the Vermont State Symphony Orchestra — On November 15th, at the City Hall, the Montpelier Recreation Department presented the Vermont State Symphony Orchestra in a program which included selections from Haydn, Grieg, Prokofieff, Strauss, and William Osborne.

Recreation for the Blind in Durham, N. C.— Sponsored jointly by the Lions Club and the Department of Public Recreation, weekly gatherings were held for the blind at the St. Philip's Parish House. Following the business sessions, an hour of social recreation was enjoyed. On the last Thursday evening of each month, a supper meeting was held with the group actively entering into the fun and fellowship. Free passes to the City Swimming Pools were provided the group with the stipulation that they may be accompanied by a guide. Bowling is enjoyed by a small group and plans are being made for the formation of a club. At intervals, picnics and parties were planned for both the white and Negro groups with members of the Recreation Department staff directing the activities.

A Living Memorial for Warren, Pennsylvania—The Parent-Teacher Council of Warren, Pennsylvania, has formed a corporation and started a fund raising campaign for a living memorial.

For some time the citizens of Warren had looked with longing eyes at a fourteen-acre piece of property thought to be a desirable site for a memorial stadium, recreation building, and athletic field. When a local citizen, Albert Rastau, purchased the land, members of the P.T.A. Council called upon him and asked him what he intended to do with the property. A few days later Mr. Rastau called the president of the Council and informed her that he would turn the deed over to the Council provided plans were made for its use within one year as a war memorial.

Graduate Fellowship Award Announced — Delta Psi Kappa announced its Graduate Research Fellowship for 1945-1946 with an award of $250 to a woman doing an outstanding piece of research in the field of health and physical education. The presentation will be made at the National Convention of the American Association for Health, Physical Education and Recreation.

Details about the award and application requirements may be secured from Professor Ruth B. Glassow, University of Wisconsin, Madison, Wisconsin. A brief description of the proposed study must be received by Professor Glassow before March 1, 1946.

We Welcome Suggestions—The final sheet of the Municipal Bulletin issued by the Recreation Board of Winona, Minnesota, shows a picture of a mail box with a little girl dropping a letter in it. "What would you like to do during your leisure time?" is the caption. "Tell us about it. We shall appreciate hearing from you."

New Recreation Fields in Florida — Three cities in Florida have started construction on large recreation fields. These are Fort Lauderdale with eighty-five acres under construction, Tallahassee with twenty acres, and Jacksonville with a $1,500,000 project.

Recreation Plan for Toledo, Ohio — Under this title a 93-page report was published in November covering Toledo's long range recreation plan. The report analyzes Toledo's recreation problem in respect to recreation areas and facilities, program activities, managing authority, personnel, and financial support, and includes appro-

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priate recommendations within these fields.

The study was sponsored by the City of Toledo, the Public Schools, the Catholic Parochial Schools, the Metropolitan Park Board, and the Council of Social Agencies. Copies of the report, which was prepared by the National Recreation Association and published by the Council of Social Agencies, may be obtained from the Toledo Council of Social Agencies, 406 Toledo Trust Building, Toledo 4, Ohio. The price for single copies is $1.25. In lots of 12 copies or more, a discount of 20 per cent applies.

Reading Favorite Spare Time Diversion — To find out how people like to spend their free hours, interviewers from the National Opinion Research Center of the University of Denver asked a question of a miniature cross-section of the civilian adult population in each of the seventeen cities whose public libraries cooperated in the American Library Association study.

The following questions were asked:

"What is one of your favorite ways of spending your spare time?"

41% say they prefer *reading* or a combination of reading and other activities.

16% indicate their interests are in *arts, crafts, or fine arts,* such as playing the piano, attending musical entertainments.

11% choose *sports* and out-of-door activities.

10% say they like to spend their spare time attending the *theater, movies, or concerts.*

9% mention listening to the *radio* or playing *records.*

13% mention *other activities*: lectures, study courses, extension work, clubs, or church work.

The survey included 2,114 confidential interviews about equally divided among the seventeen cities.

An Old-Time Country Fair Goes "Modern" —The fine craft creations of today are the heirlooms of tomorrow. A preview of some of these heirlooms of the future and a glimpse of how they are made will be available to interested spectators in Louisville, Kentucky; in Chicago, in Lafayette, Indiana; and in New York during January and February. The Little Loomhouse Country Fair will show exhibits of handloomed textiles, a weaver-in-action, and constructive information on weaving techniques and patterns in a gala atmosphere patterned on the old-time country fair, complete with days devoted to special groups. After an advanced showing in Louisville, home of Contemporary Handwoven American Textiles, the Fair will go to Chicago where Marshall Field will play host from January 7 through January 26. There will be a small exhibition at Purdue University during the conference of Indiana women during the second week in January. In February the Fair will "pitch its tents" in New York City.

Material for Leaders—Fifteen new booklets from the National Recreation Association on such subjects as games, songs, dramatics, athletics, sports, were put into the hands of each playground leader in Portland, Maine. The leaders used them to great advantage, according to a report from the Recreation Commission of Portland in its *Annual Report for* 1944.

"Goin' Fishin'?"—The Parks and Recreation Division of the Department of Public Welfare in St. Louis, Missouri, has three active fly and bait casting clubs which use the lakes in three large

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1945

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Forums by Air

THIS MONTH the Division of University Extension, Massachusetts Department of Education, inaugurates "The Massachusetts Plan" for education by radio. This plan stems from a firm conviction that the adaptation of certain functions of education to radio is essential. It has become increasingly evident that radio, as a means of communication, has a unique power to make the world's great music, the ageless masterpieces of drama, and the characters of literature, come alive over the air waves. More than that, it is bringing the ever-changing picture of world affairs to the radio listener almost at the moment these changes are taking place. Radio has helped to remove the barriers of distance to the point where America can no longer live as a nation within itself.

The Division has chosen the National Broadcasting Company's "University of the Air" series, *Our Foreign Policy,* as the first course to be offered under the Massachusetts Plan in response to the expressed desire of the public to have an opportunity to hear history in the making as told by men and women who are making history. Students following the Massachusetts Plan will listen to the regular program, *Our Foreign Policy,* each Saturday evening between 7:00 and 7:30 from the New England Westinghouse Stations. These broadcasts will be supplemented each week by another quarter-hour broadcast on Saturday mornings from 9:15 to 9:30 on Radio Station WBZ and WBZA, when an outstanding authority on foreign affairs will comment on the network discussions, will help to clarify problems of our foreign policy, will suggest collateral readings and will otherwise assist the students in their appreciation of the problems of government. Registered students will be sent study materials and will have an opportunity to qualify for college or professional credit by writing papers on assigned topics and reports on the broadcasts.

---

parks of the city. The Division maintains adequate dock facilities and as soon as materials are available plans to install lighting equipment on the docks.

The clubs are taking an active interest in young people and are sponsoring fishing activities to the extent of providing equipment where it is necessary. Junior clubs are becoming active under the direction of the older followers of Izaak Walton.

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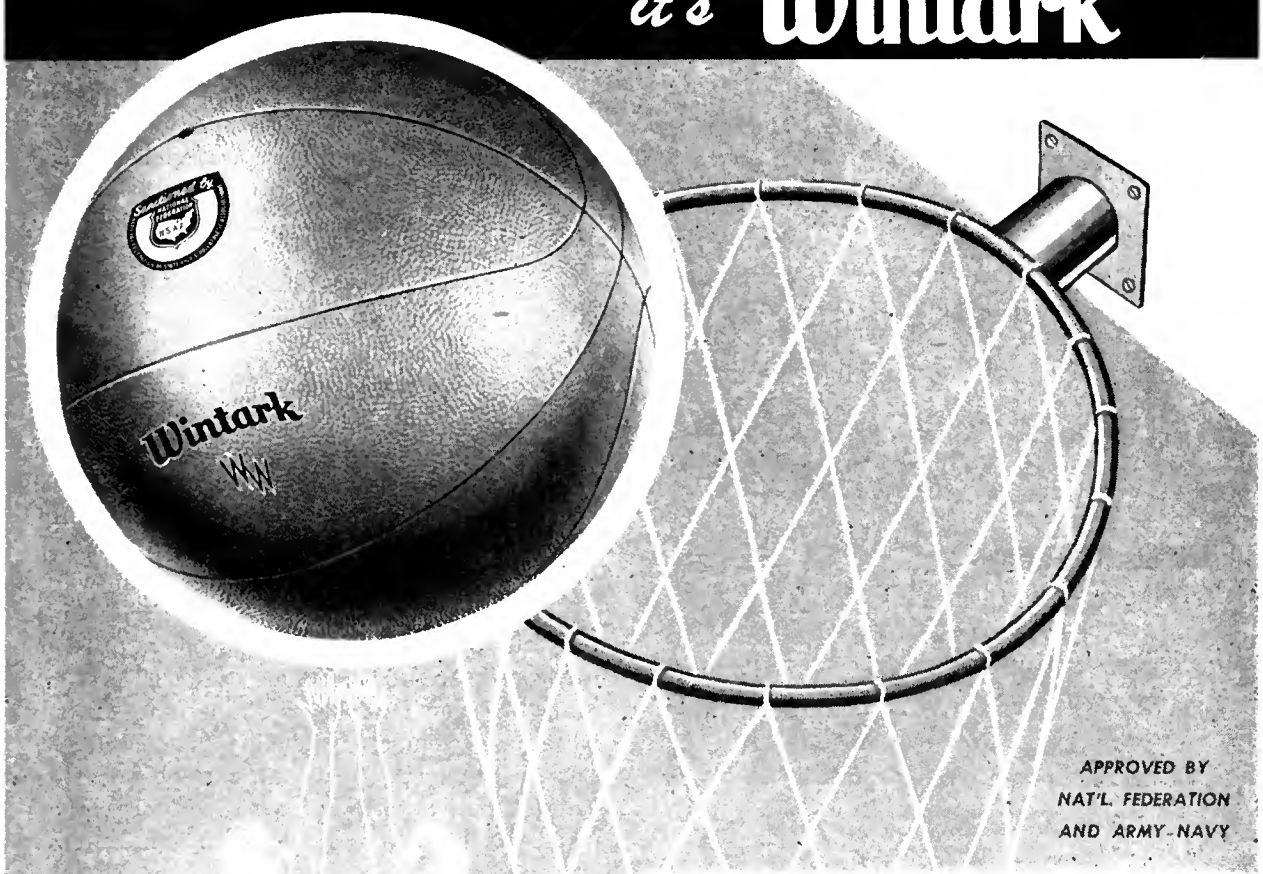

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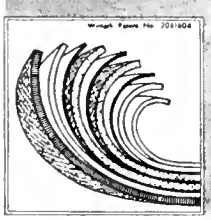

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The Arts as Recreation

(Continued from page 521)

silkscreen process along the way—and is now putting together 500 folios of the prints for schools, libraries, museums and designers. They will be used for study purposes, for exhibition, and as designs for textiles and weaving — a brand new contribution to the art and design field. And our student will be well repaid—in cash among other things—for her interest in art as a leisure pursuit.

These are not isolated examples. You could cite many others from your own experience.

Taking all the evidence and potentialities together, I am encouraged to believe that an emphasis on art as recreation, a broad program of self-made music, arts and crafts and plays enriched by ample opportunity of seeing and hearing the best that others can do, and an inventive and good leadership which shows the way, can produce a great cultural enterprise out of which will flow the currents which inform the life of the community with dignity and meaning. And that for countless more individuals, young and old, art—as recreation—and daily life can be joined in truly an art of living, one and indivisible and enduring.

The Rural Community Program of Merom Institute

MEROM, INDIANA, is a small town of 400 people in southern Indiana. It was the site of Union Christian College which was discontinued during the depression period. In 1936 a number of agencies of the Congregational Christian Church in southern Indiana and Illinois took over the college property and made it the center for administration of rural services to the area covered by these agencies.

Merom is located within fifteen miles of the center of population of the United States, and lies in the general farming area south of the corn belt and north of the cotton belt. It is a typical small village-centered community with the usual village organizations and services.

The development of rural services began with a community program in recreation, partly because recreation is a comparatively easy place to begin, partly because the wholesome use of leisure time is one of the acute problems during peace times in village and country communities, and partly because a community that learns to play together has taken a long step in preparation for working together. In addition to these reasons, Merom chose recreation as a starting point because three factors were present which leaders felt must always be taken into account in planning for community action: (1) There was a need. (2) There were resources to meet the need. (3) Community attitudes were right.

The attitude of the community as a whole was strongly favorable to a program which would provide recreation for the young people who were at that time unable to attend college or to find employment because of the depression, although there was a somewhat vociferous opposition from a few of the pillars of the local churches.

The program, however, did not stop with the young people. Convinced that play is essential to the human spirit at all ages, community nights were arranged for family groups, and became the unifying basis for many other serious community enterprises. The very young were cared for separately, but ultimately high school, older youth, mature adults and grandparents all played together.

The recreation program was not entirely successful, however, as some failures were met with

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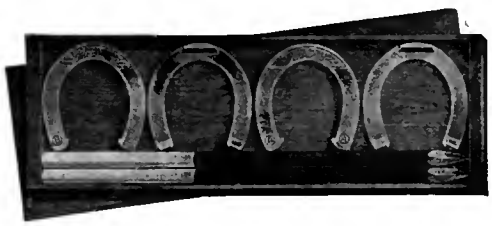

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in efforts to broaden the range of activities. Arts and crafts were never successfully developed, primarily because it was not possible to secure capable, enthusiastic, and contagious leadership. The same was true of community singing and dramatics.

The recreation program was used as a basis for the development of a cooperative self-help program to provide employment during the depression and for the successful promotion of a home ownership effort among others. — Based on an article by *Shirley E. Greene,* "Adventures in Rural Community Action," published in *Social Action* for May 15, 1945.

Children's Theater Goes Traveling

(Continued from page 536)

Children's Theater Committee composed of women prominent in the city's civic and church affairs. This volunteer group acts in an advisory capacity, helping to select plays and advising on audience reaction. Then the City Division of Recreation with the financial aid of Miller & Rhoads takes over. Try-outs are announced, roles cast, and the actual production begins. In the plays children take child roles and adults take adult roles. Their time and talent, like that of the technical workers, is volunteered in the interest of many children of the city who might otherwise be denied the opportunity of enjoying drama.

Publicity

Children learn of the productions through various means. The Recreation Division has found that postal cards sent to past patrons of the chil-

A Recreation Executive Thinks About Postwar Recreation

JUST A THOUGHT or two more on the subject of postwar recreation. It seems to me that something must be done to offset the notion of the teen-ager that no play is worthwhile unless it is in a crowd. Some evenings at our youth center dances, when other dances have taken away the crowds, the "sophisticates" come in, look around, see some fifty boys and girls in the room and slink away as if they were exposed to some contagion. On normal nights when the crowd is around 600 the dancers come trouping in as if bliss were spelled m o b. The principal of the high school here deplores this fact. He says that his pupils are unhappy at a dance or football game unless "the whole world is there." The head of a music school told me that when the war started she naturally lost a great number of her violin pupils. As soon as the young children saw this falling off they left en masse.

What sort of creative play can ever come out of this mob recreation? How can the boy get to know himself and his neighbors? It seems to me that physiology teaches us that we human beings are at our lowest intellectual and moral ebb when we are in a crowd and yet this feeling of being a part of a mob seems to be all the young people need for happiness. It is as if they are trying to *lose* instead of *find* themselves. After awhile there won't be any individuality left for them to explore.

What is the answer? Is it more emphasis on home play? A return to such simple activities as a hike in the woods with one or two friends? A game of chess with father? I wonder.

—Letter from Josephine Blackstock, Director Playground Board of Oak Park, Oak Park, Illinois.

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dren's theater, whose names and addresses are taken when they apply for tickets, is one of the most valuable methods of notifying the public and insuring a full house. In order not to limit the opportunity to those who have already seen the Aladdin Players' shows, posters and handbills also are distributed in the schools, community centers, and playgrounds.

The newspapers have been very cooperative in using features and news stories on the cast, scenery, committees and other parts of the program, as well as pictures which are taken by the Recreation Division at early rehearsals for advance publicity. Radio stations obligingly use spot announcements just before the presentations and one station has offered regular fifteen minute spots for children's theater programs.

Miller & Rhoads devotes much of its commercial advertising space in the newspapers and on the air to advertising children's theater productions. Prior to each new play the cast and technical staff are thanked for their part in making the play a success by a large spread with pictures and names.

Already about 10,000 children have seen children's theater plays. Theater lovers in Richmond are hopeful that this adventure will be the incentive to a larger and more extensive program for the city. The dream of a municipal building as a memorial to the talents of our youth and for the enjoyment of thousands is a thing to be realized in the future. Meanwhile, through cooperation and the desire to make drama available to its children, Richmond forges ahead, each year striving for a higher plane of recreation for all her people.

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Indoor Carnival

(Continued from page 511)

facing the contestant. A short distance is measured off between contestant and basket. Object: To toss tend cards into basket, one at a time. Score: 5 points.

Booth Number Eleven—"Rack the Hat"

A regular hatrack is used and from a short distance an attempt is made to "rack the hat." Any type of hat can be used. Five attempts, 10 points for each successful one.

Booth Number Twelve—"Bouncing Ball"

A container is set on a chair or in the center of a taut sheet. The participant is given five tennis or ping-pong balls. The object, from a distance, is to bounce the ball on the floor once at such an angle that it drops into the container. Five points for each successful try.

Ball Scotch

BALL SCOTCH is a cousin of hopscotch. The object of the game is to bounce the ball from square to square in the order in which they are numbered.

Use the width of the sidewalk as the width of the court, and three cement squares as its length; divide it with chalk lines in the hopscotch manner.

Bounce the ball into square one, and on the rebound direct it to bounce into the square numbered two, and proceed to the last square. Use only one bounce to a square and hit the squares in order without any intervening bounces in or out of court. Lines are good in determining whether a square is hit. Players can step in the court as needed.

Beginners can start their second turn with the number missed. Experts can play an elimination type in which each player has one turn in an "inning" and the player who proceeds to the highest number wins a point.

As skill is achieved the court may be drawn up to include more numbers or different sized squares or different shapes of targets. — *Frances Schaar,* University of Illinois, Chicago, Illinois. From the September, 1945, issue of *The Journal of Health and Physical Education.*

Booth Number Thirteen—"Keep Your Beans Dry"

A wash tub is filled with water and a small tin pie plate is floated on top. A few feet away, the contestant stands with ten beans in his hand and, tossing one bean at a time, tries to toss them on the floating pie plate. This isn't as easy as it might appear, for the beans have an aggravating tendency to bounce off the plate and into the water. For each bean remaining on the plate, 10 points are scored.

Booth Number Fourteen—"Nail Driving Contest"

A solid wooden plank or beam and a No. 20 common nail are used in this contest. The contestant is given a hammer and tries to drive the nail flush with the board. If he does it in seven tries he scores 15 points. In six tries—20 points. In five tries—25 points. For each extra try over seven, deduct one point from 15.

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Booth Number Fifteen—"Hit the Baby"

A regular shelf-like arrangement with compactly-filled cloth dolls sitting on the shelves. A gymnasium mat is hung behind the shelf to form a cushion for the impact of the balls. Object: To knock the doll over with a baseball from a specified distance. Three tries—10 points each.

Booth Number Sixteen—"Guessing"

A jar is filled with beans or pennies. An attempt is made to guess the correct number. Those guessing within 100 of the correct total receive 30 points. Within 200 of correct total—25 points. Within 300—20 points.

Booth Number Seventeen—"Chicken Feed"

The contestant uses a soda straw with which he attacks a pile of beans. By "pulling" on the straw, a bean attaches itself to the other end. Object: To pick up one bean at a time in this manner and deposit it on a plate. Time limit: 30 seconds. Score 5 points for each bean placed on the plate.

Besides the above-mentioned stunts and activities, there were others also, such as, "Wheel of Fortune," "Drop Beans in Bottle," "Ring the Nail" (jar covers tossed at protruding nails on a board), "Chuck-a-Luck," "Dart Throw," "Golf Putting." And, of course, a Fortune-Telling Booth always attracts attention and a line of customers. For the Halloween Carnival a "Pin the Tail on the Cat" while blindfolded was held and a "Bobbing for Apples" activity was carried on in the center of the gymnasium.

The variety and number of activities at this Carnival, as well as the interest and cooperation of the volunteers assured its success. The above program could easily be adapted to almost any situation and provide entertainment and fun for all!

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Friends Through Recreation

(Continued from page 530)

Puppetry is a natural field for using nationality groups, as is the storytelling hour. There are, perhaps, no better background materials on which to construct puppet plays than the legends and fairy tales that have come into our culture by way of other countries. Many of these have been set down by such tellers of tales as the Brothers Grimm or Hans Christian Andersen. Others, or variants of the published versions, may well live in the traditions of the family around the corner from the playground, and members of that household will, perhaps, find in those stories a thing they can offer with pride to their native-born friends. Details of authentic costuming for puppets—or for live actors, as far as that goes—and for settings in the puppet theater can come from some member of a nationality group. When members of a recreation department in California were seeking first hand information about the interior of a house in a small Italian town as it would have looked centuries ago, they discovered a small tradesman who had spent his boyhood in that very village and whose family had lived there—in the same house—for hundreds of years.

Storytelling, too, especially where the adult storyteller encourages the youngsters at playground or play center to tell stories of their own, can draw on the wealth of legends familiar in the homes of people who have come to this country from other lands. These tales may, in turn, lead naturally and easily to simple dramatizations of this material.

NOTE: Part II of *Friends Through Recreation* will be published in the February 1946 issue of RECREATION.

Recreation Goes Political

By KATHERINE STROUD

A NEW WRINKLE in politics is the one worked out by the young people who make their homes at Altgeld Gardens—war housing development in the Calumet area, operated by the Chicago Housing Authority. Candidates campaign on a platform of recreational interests for election to the office of "Commissioner" in the Altgeld Junior State.

In the Preamble to their Constitution they state: "We, the youths of the Altgeld Gardens Community, join our hearts, our minds, and our hands to work together for our entertainment and for our physical, mental, and spiritual development and for the preservation and betterment of the property and reputation of our community."

Commissioners of Music and Art

"Citizens" — all those who are unmarried and between the ages of thirteen and twenty-one—are entitled to vote, and if they are high school students, are eligible for office. Elections held in August placed in office Commissioners of Music, Art, Dancing, Athletics (girls and boys have separate Commissioners in this case), Woodcraft, Newspaper, and Labor, along with a Governor, Lieutenant-Governor, Secretary of State, and Treasurer of State. The Constitution further provides that additional Commissioners may be elected later on, should new interest and activity groups be organized. This can be accomplished if twenty-five persons so petition.

Each of the Commissions, according to the Constitution, "shall encourage, promote and aid individuals and groups in the development and advancement" of the particular activity with which it is concerned.

Altgeld Gardens has a population of fifteen hundred families, or more than seven thousand individuals. Well over a thousand of these are "citizens" of the Junior State. Since Altgeld is located at some distance from other established communities, it is particularly important for the young people to take part in making their own interest outlets. They are already doing a splendid job of this and have made intensive use of the community facilities contained in Altgeld's "Children's Building." — Reprinted from *Recreation News*, Chicago Recreation Commission.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Safety Education, November 1945

How School-Age Pedestrian Accidents Occur, Elizabeth Hayes

Journal of Health and Physical Education, November 1945

Competition as a Factor in Learning, Leo Miller
Writing Scripts for Better Teaching Films, Frederica Bernhard
Postwar Trends in Physical Education Programs
An Ideal Outdoor Tennis Practice Board, Elizabeth Beall and Margaret Verkruzen
The Function of the Teacher in Modern Dance Composition, Gertrude L. Lippincott

Parents' Magazine, November 1945

Memorials That Live

American Forests, November 1945

How to Plan and Maintain a Memorial Forest

The Camping Magazine, November 1945

Organized Camping—Already a Profession, Frederick L. Guggenheimer
Let's Have Fun! Edgar T. Stephans
Day Camping, Reynold E. Carlson
Program Committee Report, A. Cooper Ballentine
Workshop on Camping for the Handicapped

Hygeia, December 1945

A Purchasing Guide for Toys, Lois K. Ide

Scouting, December 1945

Scout Week, February 8-14, 1946 — Some Helpful Program Ideas, Wes Klusmann

Parks and Recreation, November-December 1945

Plan for Conservation, Clayton F. Smith
Rescue Work at Pools and Beaches, Arno P. Wittich

PAMPHLETS

Backyard Block Playlots
Hiking for Recreation

Chicago Recreation Commission, 139 North Clark Street, Chicago 2, Illinois

Accident Facts, 1945 Edition

National Safety Council, Inc., 20 North Wacker Drive, Chicago 6, Illinois

Youth in the Rural Community

Youth Section, American Country Life Association, 734 Jackson Place NW, Washington 6, D. C. 10¢

Official Ice Hockey Guide—1946

A. S. Barnes and Co., 67 West 44th Street, New York 18, N. Y. 50¢

Parks, Beaches and Recreational Facilities for Los Angeles County

Report of County Citizens' Committee, Haynes Foundation, 2324 South Figueroa Street, Los Angeles 7, California

Recreation—A National Economic Asset

Federal Security Agency, Office of Community War Services, Division of Recreation, Washington, D. C.

Suggested School Health Policies

Health Education Council, 10 Downing Street, New York 14, N. Y. 25¢

Improved Family Living Through Improved Housing

The Woman's Foundation, 10 East Fortieth Street, New York, N. Y.

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Music Week in Recreation Departments

(Continued from page 538)

He reported that the opportunity had been greatly appreciated by the public and had brought in much favorable comment from parents, musical instructors and musical organizations. This was St. Paul's first attempt at an amateur "musical round-up" and it will be repeated on a large scale this year, with wider cooperation among the musical forces of the city.

Alton, Illinois, long in the forefront of Music Week participation by the recreation authorities, gave an example again last spring of the way to organize a medium-sized city so as to derive from the occasion the maximum benefit for year-round musical development. Here the Recreation Department, Ethel M. Paul, Executive Secretary, worked hand in hand with the Business and Professional Women's Club in staging a series of 274 programs, large and small. These reached service clubs, churches, schools, hospitals, recreation centers and industries, as well as a variety of individual groups. The response of audiences and par-

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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
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ticipants confirmed Miss Paul's opinion that "Our city is sold on Music Week and looks forward to it each year." Mayor Malone's proclamation commended the sponsoring organizations for their promotion of music as a common interest in a democratic world.

What can be done in still smaller places is illustrated by the Upper Peninsula of Michigan, where a cluster of six communities appointed a joint Music Week Committee, headed by Mrs. Fred C. Stoyle of Houghton. A Hymn Festival the opening Sunday filled to overflowing the largest church in the Copper Country. Recalling sometime later its impresssive quality, Mrs. Stoyle wrote, "I wish you might have heard that group singing 'A Mighty Fortress Is Our God.' Such melody and such harmony! It was truly a hymn of assurance, of faith and hope for the peace to come."

The National Music Week Committee always recommends that participation be suited to conditions and schedules be neither overcrowded nor over-elaborate. More and more the local chairmen and workers are learning to highlight through Music Week what has been accomplished during the year and to stimulate "hope, faith and assurance" of what may be accomplished, musically, in the future.

All municipal recreational directors should appraise the value of Music Week as a means of encouraging local musical activity throughout the year. It can be, also, a beneficent influence in promoting the cooperative spirit among musical organizations, and between such organizations and others, which utilize music in an incidental way.

A Family Fun Workshop

A SUCCESSFUL FAMILY recreation workshop came into being last spring in Austin, Texas, as a result of an idea which came to the chairman of recreation of the Parent-Teacher Association of Wooldridge Grade School. She took her idea to the head of the Women's Physical Education Department of the University of Texas who received it enthusiastically. The next step was consultation with the City Recreation Department, and then came action!

A co-chairman was chosen and committees appointed. Together they developed a plan for a unique adult recreation project in family education. From it the participants were to derive benefits that they could use not only in the home but in the community as well.

Throughout April six workshop meetings were held—five at the Austin Athletic Club and the final one at Wooldridge School. Each meeting was devoted to a certain phase of family recreation: music, games, folk and square dancing, handcrafts, family dramatics, and family play. The project was widely publicized by the newspapers, the Austin City Council, and the school children.

At the first meeting a professor from the University's School of Music discussed ways in which families might enjoy music together—playing records, listening to the radio, singing, and the like. All the participants were given mimeographed sheets containing lists of songs and family radio programs, and the meeting closed with group singing. On game night, lists of various types of games, plus a bibliography, were given out, and then many of the games were actually played.

The folk and square dancing night had the biggest turnout. Austin's pioneer music group furnished the music, and there were squares for "seven and seventy." A hundred and fifty dancers were on the floor at a time, with about that many more on the sidelines.

Handcraft night was the finest program of all, chiefly because experts in many crafts contributed their skill and knowledge. Groups of men, women, and young people gathered around tables where every imaginable activity went on—rag-doll making, fancy paper-cutting, linoleum block printing, soap carving, pottery making, clay modeling, weaving, wood carving, and many more.

Family dramatics night featured charades, storytelling, circle storytelling, and other group pastimes. Family play night, the final meeting, was

held at the school. More than a thousand people came, and had a wonderful time. There was no charge except for soft drinks and ice cream.

Not only the school but the school yard was swarming with activity. Outside there were relays, softball, tug-of-war, dodge ball, boxing, horseshoe pitching, and table tennis. Inside there were square dancing, checkers, storytelling, games, a marionette show, and a singsong.

Throughout the series of workshops the physical education department furnished groups of girls who supervised the play of the younger children. Each night too, P.T.A. hostesses met the guests.

From start to finish the whole project was a marked success. There was no cost except for a little mimeographing and for the materials used on handcraft night.—From an article in the November, 1945, issue of *National Parent-Teacher.*

The School Takes a Hand

(Continued from page 531)

talks first? What do you say when leaving? Who sits down first? Who stands? Why should you listen well?" It was interesting to see how the boys performed such little courtesies as opening doors, and removing hats, at first self-consciously but later on with greater self-assurance and dignity. Each group was impressed with the courteous reception, the discussion with the director, and their own attitude changed, as they met courtesy in their meetings. It can be truly said, that the people interviewed were delighted with the visiting groups and commented favorably about them. (Not the least value of the project lay in the knowledge the teacher gained of her pupils and of their needs.)

After each interview, the group discussed the information gained, wrote a report and put it into a classbook. Finally when the year drew to its close, they combined all the facts into a program. The gym teacher helped them with an exhibition of games which are usual on the playground. The safety teacher summarized safety rules. The information was woven together and presented in dramatic form as their final program to the parents. Thus, they brought the problem directly home. One of the youngsters summed up: "You don't need to get into trouble this summer."

They didn't get into trouble. Not those youngsters! For they played safely and happily through the long summer—played and learned under competent leadership to use their hands and energies constructively.

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Creative Recreation

(Continued from page 523)

Although few of these men will actually become commercial artists, this work has particular value. It lays the foundation for the creation of attitudes toward activity, good work habits and creative achievement. Although the individuals themselves may not realize it, we who have worked in the hospital setting as American Red Cross recreation workers know that often the vitality and appeal of one man's poster advertisement may be the factor which has awakened another patient from his lethargy and enticed him from his aloneness on the ward to make his initial entry into the Recreation Hall activities.

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Beating Swords into Ploughshares

By Comdr. NATHAN L. MALLISON, USNR

JAPAN IS A VERY mountainous country. Many of its islands rise abruptly from the sea. Tunnels are numerous; gardens, in many instances, are terraced; cities are often stretched along narrow shore lines or rise, tier on tier up—the sides of hills.

To a Welfare and Recreation Officer, searching out suitable sites for Fleet Recreation Centers, such terrain is anything but encouraging. But, sailors must stretch their legs ashore, and they do get tired of buying souvenirs and tramping the streets of bombed out cities.

Sasebo, the former location of a large Jap naval base, has a fine harbor. Many of our ships use it. Apparently, the only level ground was near a microscopic air strip. Two softball diamonds were set up there, one for Marines and one for the Navy. More land was still needed to accommodate liberty parties.

Today, a Seabee officer met a few of us from the ships with a couple of jeeps and took us through a narrow cut in the rocky hills to a spot, hidden from ordinary view in the harbor, that had been a yard for the construction of Kamikaze (suicide) boats. It fronted on a little bay opening on the opposite side of the hilly peninsula. Scores of the little speed boats, meant to carry damage to our ships and death to their pilots, were awaiting launching.

Sketches were soon being made, using the hood of a jeep for a drawing board. Here four softball diamonds, there the boxing arena, a Chief Petty Officers' Club on that little hill, this boat shed a club building for the enlisted men. Let's see, we'll need some basketball courts, a tennis court or two, facilities for volley ball and badminton. Almost forgot about the barnyard golf! What do you think about a few plywood kayaks on the beach? Can do!

Tomorrow, working parties from the ships and some CB's with bulldozers, trucks and hand tools will arrive. The Chiefs will want to put the finishing touches on their club in person.

Some Jap prisoners of war will be brought in to move their queer little boats over to a place where there will be a nice Halloween bonfire. Next week, it will be "Batter up!" "two points for me," "side out—service goes over," on the site where a few months ago, the little yellow men were figuring out how to hurl a thousand pounds of high explosive at one of our ships in little speedboats with a fanatic at the wheel. That is beating swords into ploughshares!

A Program Carries On

(Continued from page 515)

is the opportunity to participate in the final concert presented in one of the park music centers.

Last summer Junior Programs brought another musical treat to the children of the community. With the cooperation of the University of Washington, it was arranged that the eminent Hungarian pianist, Andor Foldes, should present a concert designed especially for a junior audience. All interested children were invited to attend, without charge. This was the first affair of its kind ever given in Seattle but it proved so successful that the organization is already looking for another opportunity to "treat" young Seattlites.

Still very much in step with the times, Seattle Junior Programs has created a "Postwar Planning Committee." If the organization could gear itself to a community at war it must also be ready to gear itself to a community in reconversion and in peace. It must be ready to take its place with those who will envision and plan for the future cultural life of the Northwest.

Recreation "About Faces"

(Continued from page 512)

pletely dominate it. We know that the things which we do ourselves mean much more to us than those which we see done. To us this is a world of reality. We know, too, that it is none too good for any person to live in a world of imagination too much, and oftentimes an onlooker projects himself into the scene at which he looks. It is natural that the spectator type of entertainment surpasses in appeal the participation type for it is simpler and easier for the individual to look than it is for him to exert himself. The same is true of the recreation leader. It is easier to plan and execute the spectator type of entertainment than it is to lead individuals in the participation type. However, the value of the spectator program is transient and temporary, whereas the participatory program may carry over into a hobby or an avocation.

Whether one is conscious of it or not, he participates in some kind of recreation, be it that of a mechanical, cultural, mental or physical activity. As recreation about faces, the eyes of the American people are focused on it for, at last, its true value is being recognized and appreciated.

Parks and Recreation in the Postwar Period

(Continued from page 518)

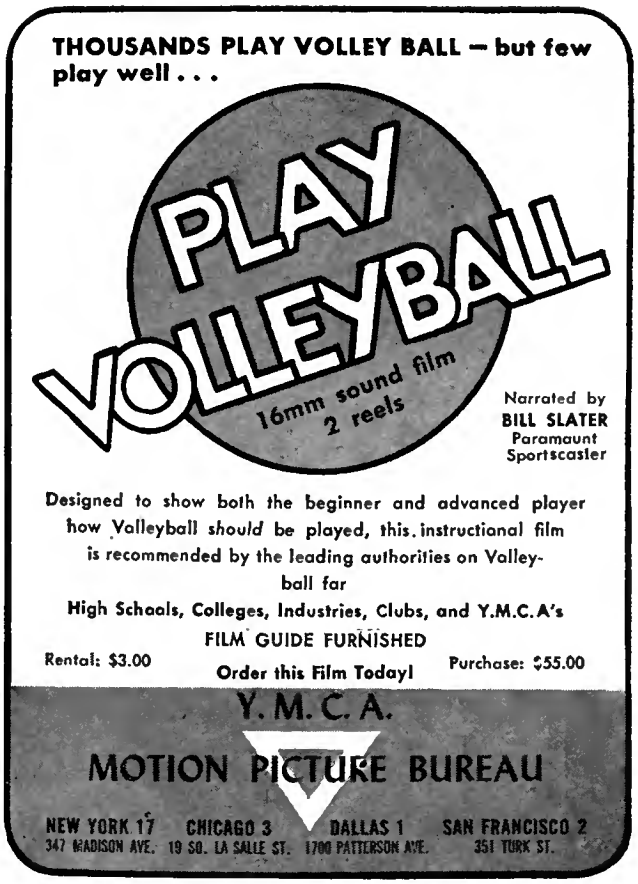
lowed in the design of home grounds. The display of many of the new and less common varieties of plants encourages their introduction into private gardens. In these ways, and also by testing the new varieties and keeping records of the results, there is a substantial value to the community as well as to the student and scientist. And don't forget the educational value of these gardens to school children!

Time does not permit me to go into all the various forms of recreation which have come to be accepted. However, every park man worthy of the name will know just what his community should have and what it can afford to provide, so it is up to everyone connected with the park movement in our localities to study the requirements of his particular community and to do his utmost to provide for the public the things they want.

Education

We fully realize that education is the basis on which we promote ourselves, and in park and recreation work it is important that we sponsor practical education through in-service training of our employees. There is another form of education entirely separate from the education of park personnel, and that is public education and interpretation. We must offer our citizens opportunities for nature education. The depression showed us that we as a people had relied very much upon that which might be called "man-made recreation." Golf balls, tennis balls, strings for tennis rackets, admission fees for movies and the like, wood and other materials for craft work—all had suddenly become financially impossible and we were left high and dry.

There are some resources which no depression can take from us. No depression can deprive us of our trees and flowers, insects and birds, sunsets, stars, storms. But to enjoy and appreciate these thoroughly one must be intelligent about the marvels of nature they demonstrate and represent. We must, therefore, help our young people and adults to view the beauties and wonders all about with the intelligent appreciation that gives deep and lasting joy. We are the people who control the facilities which can bring this joy through nature into the life of America. A serious responsibility rests upon us. We must evolve a program of nature activities and of cooperation with other education and recreational agencies.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We are confident that an interesting program of nature recreation activities can be made the source of great leisure-time joy. In addition, it will bring with it mental, spiritual, social and civic values. Outstanding among the latter stands the matter of conservation. We preach conservation, and in some of our states the teaching of it in the schools is obligatory by law.

Conservation

To conserve means to protect. One is not apt to protect that for which he has no special love. One is not apt to love that which he does not know or understand. To know and to understand nature is bound to result in love and admiration for it. Therefore, our safest promotion of conservation is to bring our boys and girls into close contact with nature at the very earliest age and all through their school and their leisure-time life. A by-product of this conservation interest may well be a greater respect for and conservation of park property.

New Publications in the Leisure Time Field

Fun on Horseback

By Margaret Cabell Self. A. S. Barnes & Company, New York. $3.00.

TO THE HORSEBACK RIDER or the would-be horseback rider Margaret Cabell Self has advice to offer on all the many phases of the pastime. Her book is an excellent handbook on horses, their care and training and use for pleasure or profit.

Soccer

By Samuel Fralick. A. S. Barnes & Company, New York. $1.25.

DESIGNS AND ILLUSTRATIONS add to the text written by the soccer coach of Kelly High School in Chicago of this new handbook on how to play soccer.

Cheerleading and Marching Bands

By Newt Loken and Otis Dypwick. A. S. Barnes & Company, New York. $1.25.

THE ABC'S OF CHEERLEADING and marching bands are clearly set forth in this book in such sections as Qualifications of Good Cheerleaders, Tumbling with Cheerleading, Important Steps and Marching, Marching Band Formations and Maneuvers and many others. The book is profusely illustrated with photographs and diagrams.

New Goals for Old Age

Edited by George Lawton. Columbia University Press, New York. $2.75.

TO ALL THOSE MEN AND WOMEN who are seeking an answer to the question of the proper place in today's society for the increasing numbers of elderly people, this book will be a welcome aid. It represents the considered study of many specialists on many special phases of the problem. If it does not provide the whole answer to the question, it does shed light on many of the dark places which have badly needed illumination.

Official Bowling Guide

A. S. Barnes & Company, New York. $.50.

THE 1945-46 OFFICIAL RULES for bowling as set out by the American Bowling Congress and the Woman's International Bowling Congress are here published, together with information about the game and its players of interest to all bowling enthusiasts.

One-Act Plays for Today

Selected and edited by Francis J. Griffith and Joseph Mersand. Globe Book Co., New York. $1.92.

HERE IS A GROUP of thirteen plays including monodramas and radio plays designed primarily for use in high school. These are interesting materials for study or production by formal drama groups.

Stephen Foster: Songs for Boys and Girls

Selected and edited by Ella Herbert Bartlett. Whittlesey House, New York. $2.00.

THE WORDS AND MUSIC for fourteen of Stephen Foster's well-beloved songs have been combined in this book with a simple biography of the composer and charming illustrations to fit the mood of each song. The music arrangements have been simplified to bring them within the scope of young musicians.

A Child's Treasury of Things to Do

By Caroline Horowitz. Hart Publishing Co., New York. $2.50.

HERE ARE 182 PAGES of suggestions for pastimes that children may carry on for themselves without the help of adults. The book is divided into six sections. *Things-to-do- when you're very young, Play ideas for when you're bigger, Playmate Fun, Party Games, For when you're in bed,* and *If you want to make a gift.* Emphasis is upon safety and the use of materials found around the average home. Instructions are clear and easily understood.

Two Barnes Sports Guides

THE OFFICIAL SOCCER GUIDE, including the laws for 1946, is edited by Douglas Stewart. *The Official Aquatics Guide,* 1946-47 was prepared by Catherine Riggs. Both are available from A. S. Barnes & Company, New York, at a cost of 50 cents each.

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Planning for Freedom of Living

NO ONE WANTS to follow a "Road to Serfdom." Everyone wants to stay on the "Road to Freedom." Many fear, however, that planning will rule out freedom. Can we make and keep recreation planning a way to freedom?

If we want freedom, freedom to live, must we not plan for it? We the people cannot have swimming beaches, skating ponds, ball fields, unless we have a certain minimum amount of planning to save these places for all the people.

There are certain things we all want to do, certain things we all want to enjoy. We cannot do, we cannot have, except as we plan quite a way ahead.

Rose gardens do not grow for the individual or for the community except as they are planned, except as individuals plan.

In pioneer days the wilderness of streams and forests and mountains stretched out from our cities, and much of our great, great grandfathers' world was one vast, undeveloped park open to everyone. In pioneer days there could be freedom without too much planning. In the horse and carriage day even there was traffic freedom without planning and control.

But now all that is changed. The guidance of traffic is for our freedom. The saving of park lands, the planning of our recreation areas is for us, for our living.

The question is not whether we should choose planning or freedom, but rather what is the degree of planning that keeps for us freedom of living. When planning ceases to be a help to daily living, then is becomes a detriment. When planning is for its own sake, when planning is primarily for creating perfect machinery, for making a perfect chart, when planning ceases to have immediate relation to us as human beings, then we may well go limp on our planners, relax, lose our interest.

The great thing in recreation planning is to keep very close to the people—common and uncommon—to all the people. We may well question what the people just cannot understand.

We want, do we not, in recreation just as much planning as aids freedom of living?

HOWARD BRAUCHER

February

Courtesy Union County (N. J.) Park

The Season's First Snow

The Smoking Room Discusses Recreation

As OUR TRAIN pulled out of Grand Central Station the city was stirring to one of the premature armistice reports. The club car radio crackled unintelligibly. Chairs were ticketed to extra passengers. I went back to the smoking room of my sleeper.

There, speculation about the rumored surrender thawed reserve. The group of men started talking like old acquaintances around a fireplace. We soon knew that our group consisted of an industrialist, a college dean, a research chemist, an engineer, and a recreation executive. We spent six hours together. None of us told our names. But I think the Dean spoke for all of us when he said as we separated, "Gentlemen, I have done more exploratory thinking on more subjects this afternoon than I ever did in any equal period of time in my life." I, at least felt the same way. It was that kind of a discussion.

Perhaps the Dean had the Engineer chiefly in mind. Periodically, the Engineer jerked his pipe out of his mouth to explode into the conversation. He started that part of the discussion which eventually came around to recreation. In the course of an explanation about his own job he had spoken of the necessity of bringing imagination to the business of each day. Some minutes later the Research Chemist harked back to this statement.

"I think you went to the root of things when you said in your studies you still kept your imagination. But how many do? We get research assistants, graduates of training schools. Mechanically they are competent. But — imagination? Zero! They don't assay a pound to the ton. Why? Is the raw material devoid of imagination when our schools go to work on it? I can't believe that. The kids of this land, and what they did with radio in its early stages, wouldn't indicate that imagination has died out. What is wrong then? Is education too intent on the process to think of the man? In milling the raw material does it draw the temper out of our steel?"

The Engineer said, "I wouldn't know. I never had an education." He resumed his pipe with a shrug.

This it seemed to me was in my bailiwick. I spoke up: "You're getting onto one of my pet notions now. Kids have plenty of imagination. Watch your own in their play. If you want to test it, go to a bunch of them and say, 'Let's organize a circus,' and see what happens.

"But, just the same, my experience has been like the Chemist's here. In recreation we forever need new ideas. We need imagination. The old stuff goes stale. Our trained leaders find the toughest part of their job is to keep their programs fresh and novel. As kids they probably had active imaginations, but by the time they've finished their training they discover they have lost the knack for inventing new patterns. When I first went into recreation I found the same thing in myself. I had to fight agonizing battles to get any of my kid imagination back. I figured I had lost it while I had been keeping my nose between the pages of books pursuing other men's ideas. You remember Hobbes once observed that if he read as much he'd think as little as some of his fellow philosophers."

"Perhaps," said the Chemist, "there's a lag in the methods of teaching, with the result that study hasn't evolved yet into a discipline of the student's creative imagination to go with his harvesting of the facts of his subject matter. Maybe he's kept so busy acquiring precision in traditional skills that no time is left for developing the skill to improvise new methods."

The Industrialist broke in. "I'd go along with all of you to a certain extent. But what you call imagination in kids—isn't a lot of it plain memory, just imitation? Oh yes, they do invent things too. But listen to their talk—teen-agers—all the same patter, cheap slang stamped out by the same die. Does that indicate imagination? On the other hand, as you say, kids made radio. You've got to admit it. It seems to me imagination is what you might call a potential, not a gift from heaven. It needs cultivation and we're not doing too good a job on it.

"I have an idea that this country in the future is going to need all the inventiveness it can either discover or develop. That's why I'm so interested in the subject. I'm coming to think tariff walls are outdated, like border fortifications—they just won't protect us any longer. We all go down together if we lose our scale of living, and cutting costs by lowering wages will surely drag it down. But countries that don't have that scale of living can copy our old industries and undersell us with lower labor costs. Our only hope then is to keep

our technology out ahead. We must keep ahead by virtue of our new ideas, discoveries, inventions. And that means a trained and disciplined imagination. I'd almost go out on a limb to prophesy we've got to have it to survive.

"But the next generation will need its playthings, too. I hope radar will turn out to be something of that sort. Power boats may be another. Helicopters. Have you considered what a godsend our surplus of machine tools and motors may turn out to be if every bunch of boys can get their own workshops? These surplus commodities might prove our biggest asset! Not just for skill of hand. For discipline and practice in using imagination to solve problems, inventing our own answers. Our country could use a whole generation of inventors. You fellows who run the playgrounds—I take it you're doing a good enough job on sports. But are you giving this subject of the imagination your attention? Are you really exercising the imagination, the inventiveness of the youngsters? My guess is you have a better chance to do it than the schools. Do your playgrounds encourage that sort of tinkering?"

I couldn't refrain from chuckling. "You'll never know the kick I get out of hearing a business man ask those questions! Usually it's only our own professional circles that discuss them in shop talk.

"But to get back to your question. I don't think that recreation leadership generally has planned specific promotion of activities on the nation's playgrounds with the definite purpose of exercising the inventive imagination of our young people. We have been aware of the need for exercise to develop strength and muscular control. But I doubt if we have recognized, to anything approaching the same degree, the need for exercise to develop inventiveness. We have tried to develop health. We have worked to inculcate a code of sportsmanship and self-discipline. We have aimed at personality development, at courage and perseverance in the face of discouragement. We have encouraged a broad cultural outlook on life. Very definitely we have cultivated team work, living in social accord with one's fellows. But I don't think many of us have deliberately sought to cultivate a creative imagination.

"Man bites dog" is always news. So, too, is it news—at least to recreation leaders—when a quintet of assorted laymen devote time and thought in the smoking car of a transcontinental train to discussing recreation. Such a discussion did actually take place not long ago. It is reported in RECREATION because it can, perhaps, give people interested in the future opportunities and the future developments of recreation "furiously to think" about one aspect of the subject that may increase in importance in the postwar years.

"In my own playground system an inventor worked for us for a time under W.P.A. when he was temporarily down on his luck. He organized a Junior Inventors' Club. To join, a boy had to submit, and have approved, an original invention of his own. Any kind of an invention, as long as he was its creator. To promote a club spirit where members could really fraternize while working out their original ideas and still have their ideas so protected that they didn't need to be kept secret, he devised the club's own patent office. There a boy could record his idea to safeguard it against infringement. He had a lot of lads interested. The club flourished as long as he stayed with it. But after a time he found another job which took him out of town, and then it folded up. He worked definitely not as a crafts instructor in manual training to develop skills for the skill's sake. Instead of that he wanted the boys to develop their creative imagination so they might have the satisfaction of saying, 'This is my own original idea.'

"I recall another similar development. In a local housing project there was a teacher of pottery who had a group of mature women modeling in clay. Most of the group were colored women. Her one rule was 'We are not going to copy *anything*.' Those women had no previous training in art. At first they were timid in making their own designs. They were afraid they might be in bad taste. But presently they rose above such fears to strike out boldly, on their own. Their exhibits attracted artists from all over the city. There was a strength, a vigor in their work that was really thrilling. Critics said there wasn't a product in the whole exhibit that was bad art. They were strikingly original, but good design, and many of them were pronounced powerful compositions. Here again the aim was to develop originality.

"These are instances which I happened to see, personally. No doubt there are many others around the country. Everywhere there is at least some attempt to stress originality. Playground kite contests feature original ideas. So do Halloween costume parades. Arts seek original design. Crafts encourage original ideas. Drama departments stress original plays. So there is some attention

given to the matter, although probably not as much as it deserves."

"You know," said the Research Chemist, "I think our Industrialist friend here has opened up a real idea! You people ought to go out for an experimental workshop in every city in the land as a sort of intellectual playground to supplement your sports fields and swimming pools. After the war you can get tools and machinery from Surplus Commodities. There will be a lot of memorial buildings proposed. Such a workshop would be much more useful than a dead museum. I think it would appeal to a town's practical business interests. Hitler, in *Mein Kampf*, said a big lie is more effective than a little one. A big truth or a big constructive idea has the same advantage over a little one.

"I'm not thinking about any third rate craft shop, with a few wornout machine tools, you understand. What I mean is a real experimental center with fine equipment. A good technical library, under competent direction. Scheduling the best technical men of the community as consultants willing to share experience and advice with young experimenters who are keeping their imagination alive. A place where young fellows interested in this Junior Achievement business enterprise idea, for example, can do their pioneering until they work the bugs out of their production processes and set up a shop and production line of their own. The kind of a structure where boys who want to build themselves a working model of a locomotive, or an actual miniature producing synthetic rubber plant for example, or a steel mill, can do so and grapple, practically, with all of the headaches such a project entails. It seems to me that his suggestion is in itself a challenge to one's imagination.

"As a plaything after the last war the crystal and cat's whisker radio didn't require machine aids. Boys could build it in their own home attic or basement. But when our men get back and want to play with radar and television they face a different tool problem.

"All of our progress isn't going to come out of organized research laboratories. They defeat themselves if they discourage independent tinkering. There's still a world of adventure in actual experimenting. A million tinkerers unquestionably will turn up discoveries the laboratories overlook. Often the research scientist knows too much. He bumps into a difficulty, looks it over and says: 'Why, of course! It can't be done! Stupid of me not to have realized it. It's against the laws of physical science.' But where thousands, who don't know that it can't be done, bump into that same difficulty they start hacking away at its impossibility. In the multitude of their experiments someone may ultimately dig under, or climb over, or go around it, to come out on the other side. Then the scientist has to confess: 'Well, if you're going to do it *that* way, perhaps it *can* be done!' That's the way we got our radio. It's the way we may get many a future invention.

"Anyhow, science tries to discover truth. Generally it leaves to other experimenters the matter of the application of its truths to what goes on in the world. There's room now, and always will be, for experimenting in infinite variety. We've barely started in metallurgy, and plastics, even in mechanics. If we equipped the country for making a hobby of experimenting, there's no telling where we might go, provided, of course, that we also organized our tinkers into associations which passed along what they learned so they could all profit by each other's discoveries. You recreation men, I should think, could encourage that organization of enthusiasts into groups to pass ideas around, among themselves. Any dyed in the wool hobbyist is always eager to share what he has learned with fellow enthusiasts. That ought to be about the easiest part of your job."

"Yes, that part of it wouldn't be hard, once it started," I said. "But such a plan would face two hurdles. First, we ourselves would need to do some original thinking. We would need to shake up our mind-set on the subject of what recreation is all about. Many of us would need to change our outlook on our job. In addition to that, we would have still another headache on the subject of leadership. What you are talking about here would demand a new set of skills in our leaders. Where would we get people competent to inspire and stimulate such an extension of our present programs?"

"You'd probably have to make 'em, just as industry made its own new skilled help during this war," said the Engineer. "But we've learned a lot about how to train men in the last four years. No doubt you can get some ideas on the subject by looking into that. But remember! If you try it you'll still need to think of the man in addition to thinking of the processes you use in training him."

"But you'd hope for something else, too, wouldn't you?" queried the Dean. "Wouldn't you hope that what one might call the integrity of the materials

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Tryout Theatre, Incorporated

By GEORGE SAVAGE

AT ONE TIME, Seattle, it seemed, was not going to have a connection with the East by transcontinental railway. The people of Seattle didn't accept that fact. They built a railroad of their own, and today Seattle is a railway terminal for most of the lines from the East and South.

And at one time, it seemed that Seattle was to be as isolated from the new play as every city in the United States except New York, Chicago, Los Angeles. But Seattle remembered the pioneer spirit that had made it a railway center. It wanted new plays, so a group of citizens incorporated to produce new plays. They aren't large scale, professional Broadway shows. They're like that railway of our own: a start of something in the West that will bring the spirit of a Broadway opening to Seattle. These plays, produced for the first time on any stage may be the starting point for theatres all over the country to develop the playwright in his own region. No longer, we dream, will playwrights have to go to Broadway or Hollywood. They'll see their plays grow into an artistic and/or commercial success right at home.

The Birth of an Idea

Tryout Theatre was started by twelve people who decided to have a theatre where all of the work was creative. The playwright would be seeing his play for the first time; the actors would be creating rather than reproducing roles; the director would be interpreting the playwright; the designer would be giving the first home to a playwright's dream; and the audience, articulate and participating, would be deciding for itself whether the play was worth seeing or not.

Two and a half years later, Tryout Theatre has (counting husbands and wives) almost 170 members who are cooperatively responsible for the theatre's operation. More than that, it has an audience that often forces an extension on the scheduled six weeks run; it has the support of other theatre and writing groups such as the Drama and English Departments of the University, Seattle Junior Programs, Zeta Phi Eta, Seattle Repertory Theatre, Music and Art Foundations, Writers' Forum, League of Western Writers, Free Lance, Washington State Press Club, and many others.

The active members vary from time to time and are on the increase now because the third of the membership in the armed forces is now returning, adding actors, actresses, directors, designers. So far theatre workers have returned from the Aleutians, from the South Pacific, from England, from France, and from the two-ocean Navy.

Accomplishments —

Since its first production, Tryout Theatre has developed fifteen new full length plays and has the sixteenth in rehearsal. One play produced at the theatre is now under option for Broadway production. Another has been issued in book form by the Macmillan Company. Four have been scheduled for production elsewhere. Scripts have come in from all over, but special preference is given to the local playwright since he is always available to work on the production. We do, as a policy, some plays from other parts of the country but, if we chose, our entire future program could be locally written.

Tryout Theatre is open to everyone in the Community, though membership is conferred only on the vote of the Board of Directors to those interested and accepting responsibility. Open tryouts are held for each play both for acting and for backstage and publicity work. It is impossible to remember all the people who have contributed to the theatre but a check of the first year's programs indicated that about 200 different people had worked on shows and been listed in the program.

Productions are given in the former Studio Theatre originally planned and built under the supervision of President Glenn Hughes. The cast for one show rehearses Monday, Tuesday, and Wednesday nights; another show is in production on Thursday, Friday, and Saturday nights. There is no gap between shows.

And Difficulties

All this sounds as if the theatre were a bed of roses. It isn't. The Building and Fire Departments appear suddenly demanding changes which the landlord won't make. That means the theatre makes them in order to stay open. The building is old. The heating system is erratic. The personnel

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Recreation for the Handicapped

By M. ROBERTA TOWNSEND
Director
Department for the Handicapped
Brooklyn Bureau of Social Service

ALL WORK and no play, the old saying goes, makes anyone dull. For the handicapped person that saying becomes far more realistic. Skill or ability to do a job does not necessarily insure employment to a handicapped person any more than to those who are able-bodied. Excessive shyness, an inability to impress the employer on a first interview, anxiety over bus or subway travel to and from work and other evidences of an overly sheltered existence, may defeat the handicapped job seeker's chances at the job for which he is otherwise trained and ready.

Recognizing this, the entire recreation program of the Brooklyn Bureau of Social Service is directed toward the development of the handicapped person into a more self-assured and self-confident individual. Without this program, many of our former trainees, now successful and happy in well-paid positions, might have continued shut off from self-support.

Through dramatics, tap and ballroom dancing, archery, games and sports more is taught than improvement in posture, appearance or coordination. It is here our trainees learn to participate under conditions which give time and privacy to the awkward and sensitive so that they may eventually meet people without hesitancy or shyness.

A typical story is that of a young woman so badly handicapped that her fear of traveling back and forth by subway and bus prevented her entry into our workshops. At our summer camp for the handicapped and blind, she learned to her amazement that it was possible for her to climb in and out of the station wagon and not miss going to the beach. With the self-confidence thus gained, she finally responded to encouragement to try a bus ride to the Bureau's workshop. Having made it successfully, the first hurdle towards her training and future self-support had been taken.

While our recreational group activities are a "rounding out" process for the individual to help overcome poor appearance, over-sensitiveness and inability to meet people, careful attention is given to improvement of coordination, correction of faulty speech and wherever possible to modification of awkward gaits into more acceptable performances.

In utilizing any form of recreation for the blind or crippled, teaching methods must be adapted to the limitations of each individual pupil. It is invariably surprising to the lay person to see how much pleasure a handicapped person may derive from an activity in which he can participate only when assisted.

Music in braille

Archery

For example, archery is so popular among our blind and handicapped girls at our Shelter Island summer camp that by request it is continued each year throughout the winter. Yet the sport calls for such balance and accuracy that those unable to achieve it must shoot from a sitting position, while blind pupils have to be assisted both in posture and in sighting a bull's-eye. Our procedure for both is as follows:

The teacher stands behind the pupil to assist in the stance. For the blind, the teacher fits the arrow to the bow, or the pupil uses a notch in the string to find the place against which to set the arrow. The pupil raises the bow into position, and the teacher swings it into proper focus. The blind pupil knows from the *ping* if the arrow has hit the target. The teacher gives its position.

In our archery classes we find that any handicapped person having the ability to sit upright in a chair and to learn to use his arms with the necessary degree of accuracy, enjoys the sport immensely. Some attribute this to the sense of power and exuberance gained from the controlled flight of the arrow.

A blind girl learns to knit

Dramatics

Dramatics as recreation for the blind calls for painstaking repetition of training as well as specialized procedure. No other activity repays so abundantly, however, the patience and skills of the recreation leader through the pupil's improvement in poise and self-confidence and through the elimination of personal mannerisms. A long winter's work usually results in several young blind girls blossoming into new personalities, the lift of mood and outlook clearly mirrored in their appearance and carriage.

Here are some differences of procedure that we use in rehearsing a blind cast.

All memorizing of the script should be letter-perfect before stage direction.

The stage set is established early and rigidly followed, since there can be no variation during rehearsal or production. We keep an exact pattern layout for its quick and accurate setup.

Before stage directions begin, the blind cast familiarize themselves with the set, counting the steps between the furniture and the entrance and exit. Rugs stretched between given points give direction and are used as a basis for counting steps to allow for timing and distance.

For stage action, chalk marks are made so that the stage director can insure accuracy of each actor's movement in relation to other members of the cast.

By the time the play is produced the entire cast is so thoroughly at home on the set and familiar with all that is on it that members move about

with complete ease and confidence and no tell-tale groping.

To minimize groping and fumbling there are a number of tricks. One is the height of the furniture. If furniture is too high or too low, the blind actor has to fumble up or down its surface, either action exposing his uncertainty. All furniture should be normal in height so that the hands fall naturally on a table or a chair. Another trick is used when the actor reaches across a table for some object such as a letter or other property. She slides the palm of the hand along the flat surface, steadying the motion with the little finger. This movement, invisible to the audience, gives the action a natural and careless grace, cloaking the momentary search.

With blind actors reliance must be placed first on the voice and then on the facial expression. While action on stage can be made with ease and confidence, movements that are too sudden or abrupt may endanger balance and should be minimized. If the position to be taken is difficult to describe, the director assumes the position and lets the blind person feel the posture. A dramatic director who follows these and other precautions in developing the self-confidence of a blind cast may anticipate a finished performance. The accuracy with which blind actors will count the steps and arrive exactly at the right place at the right time is uncanny. In all our years of experience we have had only one blind girl who, in her excitement, lengthened her steps arriving by the right number of steps but slightly off direction as required by the script.

Swimming

Swimming for the blind calls for little difference in instruction except that the pupil sometimes puts his hands on the shoulders of the instructor to get the feel of the proper arm motion. For the same reason, the instructor may move the pupil's feet. Flutterboards, since they can be gradually eliminated, should at all times take the place of a life preserver or any other such artificial help. Only the fingers should be allowed to rest upon the board. With crippled persons the choice of the swimming motion should depend on individual ability. If the legs are affected, the motion should be more that of the arms, allowing the legs to float. Often a badly handicapped person wearing two braces and unable to walk can get great benefit as well as pleasure from carefully chosen swimming instruction.

Dancing

As for dancing, there is no reason why blind girls should not dance as expertly as anyone else with an occasional single exception. Some blind people, unable to keep to a straight line, unconsciously swing to one side in dancing as well as walking. This habit may be very difficult to overcome and any artificial process may lead to rigidity of movement. If they are not informed of this tendency, however, most blind people can dance happily and gracefully.

Crippled pupils should always be given dancing instruction at a very slow tempo. If it is a case of acutely poor balance that can be improved, the pupil should be put in a specialized group to learn balance. To this end two familiar setting up exercises are used:

The pupil stands before a chair and, with her hand on the chair, bends her knees, doing a duck squat.

Standing upright, hands on hips (or hand on chair if necessary for balance) the pupil throws her leg forward and back from hip, straightening and stretching the leg outright in each motion.

For those who cannot get their bodies into rhythm we find both of these simple exercises often result in marked improvement.

Volley Ball

Through games of volley ball, trainees with fairly rigid or spastic hand disabilities have gradually learned to grasp balls, have acquired ability to take on work processes calling for increased hand dexterity.

As a matter of encouragement to the class, we use as assistants under our recreation director, whenever possible, handicapped pupils who have excelled in their work. The entire recreation program is, of course, handled in conjunction with our medical social worker, all entries for recreation activities being carefully checked with doctors' recommendations.

Recreation for the handicapped is of increasing interest to recreation leaders everywhere. From time to time RECREATION will carry such articles on this subject as come to our hand. If you have a program that includes special activities for the lame, the halt or the blind we should like to hear about them so that other readers of the magazine may benefit by your experiences and by the features of general interest found in other programs.

The Wonder of Childhood Classics

By IRWIN EDMAN

IT IS COMMONLY SAID that every comedian wishes in his secret heart to play Hamlet. It is perhaps equally true that nearly every writer of books for adults has, at one time or another, coming across such a masterpiece as Kenneth Grahame's "The Wind in the Willows" or that gentle prose poet's even subtler book, "The Golden Age," wished he could write a book for children. Just as it is often the father who gets most fun out of electric trains, so it is that often adults get more fun out of children's books than children themselves. Every once in a while a little classic like "The Story of Ferdinand" attains a grown-up audience larger than its circulation among youngsters. And there is, I think, scarcely a book more often quoted by philosophers than "Alice in Wonderland."

It may be argued that, for adults, children's books are escape literature, though it is a nice question why the term "escape" has become such a term of dispraise. The moral value of escape is to be measured in part by what the escape is to. To flee to the world of children's books now and then is, no doubt, an escape. It is a return to childhood, but not necessarily to childishness. It is a *volte-face* from fact and perception to memory and imagination, to disinterested wit and unbribed and uncommitted humor. It is to live for the time being in a realm where animals speak like humans and have human foibles and virtues. In children's books all is spelled out in simple syllables and uncomplicated lines.

There is logic enough, in all conscience, in children's books, the logic of outspoken common sense, uncorrupted by the sophistries and social pretenses of adult life. One of the most wonderful things about Lewis Carroll's Wonderland is that the absurdities in it are measured always by Alice's own innocent and forthright reasonableness. It is true that in the world of children's books anything can happen. The endless vistas of hope and fancy are realized there. On the whole, only the most delightful things do happen, as in a thoroughly rational universe would be the case. The pleasant worlds opened do have (for children are not used to the routine of grown-up follies and established chaos) a logic of their own. Father William may stand on his head, but he gives his own good reason for it.

Part of the old credible charm of a good children's story is that the fantastic things that happen are set in a familiar world, and the strange, lovable creatures who talk use the idiom of usual society. "Look here," says the Water Rat to the Mole in Kenneth Grahame's *Wind in the Willows,* "if you've really nothing else on hand this morning, supposing we drop down the river together and have a long day of it." In E. B. White's exquisite recent tale, "Stuart Little," the hero, a small boy-who-is-a-mouse, has his odd, sometimes terrifying, adventures in a conventional enough setting, in a well-bred New York home, in the rolled-up window shade, down the bathtub drain, navigating a toy boat on the lake in Central Park.

Books for children have their own winsome logic, often far more attractive than the dull necessities of mature life. But they are also an escape into poetry. The prison house, as Wordsworth suggests, closes in upon the growing boy, the edge and sheen of things is rubbed off, the melody of events hushed. Open a child's book and, even if one is no longer a child, the wonder is there again, the radiance, the freshness, the delight. Recall the opening passage of "The Wind in the Willows";

> The Mole, it appears, . . . had been busy all morning spring-cleaning his little home. . . . Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lonely little house with its spirit of divine discontent and longing. . . . [He] scratches and scrabbles and scrooges his way to the sunlight. . . . Jumping off all four feet at once in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow until he reached the hedge on the other side.

It has become customary in recent years for the leading magazines devoted to the reviewing of books to take special note of Children's Book Week. In accordance with this custom, the *New York Times Book Review* for Sunday, November 11, 1945, carried as its leading article comment by Irwin Edman on the joys in store for adults who read the classics written for children. That article is reprinted here by the permission of the author and the *New York Times Book Review.*

In children's books everything, like the colors in the pictures, is bright; everything, like the lines in the drawings, is clean. All, like the best prose in children's books, is delicately musical. At times, indeed, as in Lewis Carroll, the cadence of the prose goes frankly over into verse though some of the most genuinely poetic passages, as in Kenneth Grahame, do not need the artifice of rhyme and meter.

It would be hard to equal, for feeling, image and resonance of association, that enchanting chapter, for instance, in Kenneth Grahame's "The Golden Age" called "The Roman Road." No one who has read it will have forgotten the conversation between the artist and the small boy by the side of the road in the middle of England — a road that he has always been sure is the road that leads directly to Rome. It turns out that the artist, met by chance, has actually lived in Rome. He and the little boy discuss, in quite offhand manner but all quite seriously, many weighty matters: another fellow, Marcus Aurelius, a somber chap who seems also to have lived in Rome; and an ideal city the little boy has thought up, much to the artist's approval, where one can do as one pleases and take without pay what one likes in the shops and invite whomever one chooses, and relatives only if they are especially nice. The artist eventually disappears down the road in a sunset haze of light, and the whole episode has a golden spell, attained not least by the nostalgic music of the telling.

The characters in a good children's story do not need to be explained too much or justified or analyzed. There they are! And they talk with a directness that most adults have forgotten, but children have not. They say what is on their minds with the greatest simplicity and candor, like the Mad Hatter and the Duchess and the Gryphon in "Alice," even if it hurts people's feelings. No classic children's author ever has to explain why the animals in his books talk, and it becomes self-evident in their talk that they talk as one might expect them to. They talk like human beings, but with animal spontaneity, and as they converse we realize that if some of our human friends were less guarded they would sound very much like the blustering Mr. Toad in "The Wind in the Willows" or the home-loving dog. In fact, some of them do talk that way.

Children's tales, filled as they so often are with animals, are filled, too, with scents and sounds of the earth on which they live, the woodlands they rove, the fields they inhabit and, if possible, in the blossoming of full summer. To this day children bred in city apartments and knowing nature mostly in city parks are the beneficiaries of writers bred in an English landscape and filled with memories of boating on the leisurely Thames.

But children's books are not all fantasy and charm and sweet landscape. What often most endears these volumes to both children and adults is their wit. The people or animals in them behave not only winningly but brightly. It is hard to say whether it is children or adults who are most pleased when the jurors in "Alice" put down their names on the slates, for fear they may forget them before the end of the trial. And the delight is keenest when, as is often happily the case, the absurdity is tantalizingly not absurd:

> "Would you tell me, please, which way I ought to walk from here," said Alice. "That depends a good deal on where you want to go," said the Cheshire Cat. "I don't much care where," says Alice. "Then it doesn't matter which way you walk." "So long as I get somewhere," Alice added as an explanation. "Oh, you're sure to do that," said the Cat, "if you only walk long enough." Alice felt that this could not be denied.

We feel so, too. The fantasies of children's books are filled with undeniable truths, verities adult books seem to have got into the habit of avoiding or are hesitant about repeating or have come nowhere near discovering at all.

It is not surprising that so many classics among children's books are English. They grew out of that self-enclosed nursery world in which English children of the comfortable classes grew up in the nineteenth century. They merged from a background of country leisure in a stable world of peace. That sanctuary of an English nursery or an English garden in a secure society is not present any more. But there are signs of late that the great English tradition of children's literature, a blessed mélange of poetry and wit, of logic and fantasy, is not ended yet nor confined to England.

E. B. White and James Thurber, who have long been writing for not unsophisticated adults, have turned very recently to writing for children. The reader is urged to find out at first hand how Mr. White's Stuart Little, the little boy-mouse, lived his wistful, heroic small life. He will discover in the tale how, in the form of a children's story, tenderness, hilarity and enchantment can be combined in an urban American setting. The reader is

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Your Library Gives You Away

By RUBY ZAGOREN
Haddam, Connecticut

YOU WOULD never believe that the little brick or wooden library standing on the next block in your town could tell anything about your neighborhood or the kind of people living in your community. As far as you can see, the library is a silent building, often a trifle solemn. It is merely another house in town—a house for books.

Yet if anyone should take the trouble to listen, your library has a story to tell. It can speak emphatically and accurately about the type of people its townsfolk are, tell whether they are intellectually alert to present day problems, whether they are sensation seekers, what they think about and do in their spare time, whether they read for pleasure or profit.

The kind of books you and your neighbors borrow from the library, the frequency with which you visit the library, reflect the times as well as your town. For as you experience social and economic changes, your library goes through these changes with you.

Remember the time you were reading all the eye witness, factual accounts of the international situation that you could put your hands on?

Remember that as soon as the war was over and it looked as though restrictions on building materials would let up within a few months, you began to take out books of plans for the building of homes?

Are you surprised that I know all this? Well, your library told me this about you—and more.

Libraries throughout the country can reveal what the people are thinking about and what they do with their leisure time, if you will only take the time to listen.

Take the Mary Cheney Library in Manchester, Conn., as an example of what goes on in libraries throughout the country. Manchester is an industrial town. It is the home of the world famous Cheney Silk Mills which were converted to make parachutes during the war, and Manchester also had one part of Pratt & Whitney Aircraft located on its outskirts, as well as many small tool shops.

Fiction and Fact

During the height of the war, detective stories were gaining widespread favor among tired war workers. Earl Gardiner and Ellery Queen were listed among the favorite authors for hours of relaxation, though Conan Doyle's stories of Sherlock Holmes were still going strong.

And while the war was going on, the once neglected atlas came into the limelight, for Manchester people, like every other one of us, were highly interested in the happenings in the various war theaters. Atlases were constantly in use to locate Army camps and places in the South Seas.

Fiction still held its ground because it, too, is "recreational reading," and more non-fiction books were circulated this year than ever before. *Guadalcanal Diary* and *They Were Expendable,* though classed as non-fiction, were extremely popular as were similar books on the war.

During 1943 Manchester's population of nearly 30,000 read 105,612 books. This means that each individual man, woman and child read an average of three and a half books. The librarian pointed out that the adults were accountable for most of the borrowed books.

However, it is revealing to know that technical books and those that give "first hand information on the war" go out of date in about ten years after their publication. New men bring new ideas and consequently the library is continually kept in the center of the stream of interests.

Fads and Fashions

Taking a periodical inventory of books shows just how obsolete theories in science and other fields can become in time. An inventory is for the purpose of replacing the "dead" topic by the new. A library is full of live subjects.

In the spring of 1944, books on gardening, canning and nutrition rose in popularity at Mary Cheney Library as the campaign for bigger and better victory gardens got under way. A special display of books on canning was set up near the main desk and scarcely a woman left the library without looking over the books, selecting one, and taking it with her. Men became interested in insecticides and fertilizers. Books giving recipes using little sugar were in demand. Of course, the various war journals were still popular, too.

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A Memorial Youth Center

On February 15, 1945, a handful of men in Coral Gables, Florida, founded an association—the Coral Gables War Memorial Association, incorporated not for profit, to erect an appropriate building which would preserve forever the record and names of men and women from the city who served in the war.

A careful study was made of the social problems of the community, and the committee, after a thorough investigation and consultation with educators, welfare workers, business men and civic and social organizations, recommended that a Memorial Building be erected on a site sufficiently large to provide a youth center for the twenty-three hundred children in the community.

The decision to erect the Memorial Youth Center was based on the premise that it is the community's responsibility to assist parents in fulfilling their obligation toward their own children, and to provide services outside the home that are necessary for the rounded development, protection and positive well-being of all its children.

The Committee defined a Youth Center in the following terms:

"The Youth Center will be an organization of children—young people—who with the aid and counsel of professional direction and help of adults, plan and carry out their own recreation and social activities to meet the demand for wholesome and worthwhile activities in desirable surroundings. It is a practical way of meeting a need which will become increasingly difficult of solution when the war is over. The Youth Center will be designed to keep normal boys and girls normal. Not a cure for delinquency, but a preventative—fostering the theory that most boys and girls—young people—would rather do right than wrong—and would rather be good than bad."

Plans for the Building

"The building will be a one story, fireproof concrete or native coral rock construction—colonial type, one hundred by one hundred twenty-five feet. The main entrance and Memorial Rotunda will contain appropriate tablets in bronze recording the names of all who have served their country in the war.

"The building will be located on a site, six hundred by two hundred and twenty feet, conveniently near the bus terminal at the intersection of Ponce de Leon and Coral Way. It will contain a library, reading room, lounge, refreshment and lunch counters, game rooms, showers, lockers, art and crafts room for sculpturing and clay modeling, music room, dance hall, and an attempt will be made to provide any and all activities in which children and youth are interested, in work or in play, to absorb their leisure time."

In addition to the building, outdoor activities will be planned, and there will be an outdoor gymnasium to provide physical fitness programs, tennis, volley ball, shuffleboard, possibly bowling alleys, softball, badminton, ping-pong, and any other outdoor activities of interest to boys and girls.

$75,000 Needed

After a careful study the Association placed the final objective of the financial campaign at $75,000 which would provide for the erection on a desirable site of a building fully equipped and outdoor gymnasium facilities.

The appeal which was issued over the signature of Harry W. Morgenthaler, President, was as follows:

"Dear Neighbor:

"In America we let our hearts dictate.

"Within the next few days your neighbor will call upon you for a subscription to our building fund. This is the first appeal for financial aid made in Coral Gables, in which the entire community is interested. All the funds raised will be expended in our community for the benefit of our own children.

"Please bear in mind this appeal, to provide a fund of Seventy-five Thousand Dollars to erect a War Memorial Youth Center is not an annual solicitation. It calls for the raising of a capital sum to provide a much needed permanent asset in our community, and we hope you will consider your participation in the light of our needs.

"Your neighbor—one of a small group of volunteers—has joined forces with us, as a member of a soliciting committee—to obtain your financial assistance. These earnest men

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What They Say About Recreation

"THE KIND OF RECREATION people provide for themselves as a part of their national life determines largely the kind of society they build and the kind of national culture they form." —From *Recreation—A National Economic Asset.*

"We know that human beings are happiest when they live with other people—with 'spaces in their togetherness.' We know that individual and group development can be advanced when certain responsibilities are assumed, when there is cooperative give-and-take. . . ."—From Editorial in *Childhood Education,* October 1945.

"Give a man work he can do and the responsibility for doing it; that way there lies happiness in a job."—*Willa Roberts* in *Think.*

"Genius is entitled to respect only when it promotes the peace and improves the happiness of mankind."—*Lord Esses.*

"In a world of change the religious man cannot content himself by camping about the graves of ancient worthies. Religion is at its best when man . . . is ever faithful in the pursuit of a better here and now for himself, his community, and the whole family of mankind."—*Herbert Martin* in *Character and Citizenship,* October 1945.

"We need to make greater use of the space-time factors of our recreation facilities. Anything publicly owned—libraries, museums, playgrounds, schools—should be used to the fullest extent."—*Sidney Teller.*

"Handicrafts and hobbies are valuable because they enable people to live with themselves and others during spare moments."

"Parks which are uncared for and unsafe are at once a waste and a menace." — *Robert Moses,* Commissioner of Parks, New York City.

"Adequate provision for outdoor recreation may be said, without exaggeration, to be one of the primary requisites of our developing social system."—*C. E. Rachford.*

"Play is to a child work, thought, art and relaxation, and cannot be pressed into any single formula. It expresses a child's relation to himself and his environment, and, without adequate opportunity for play, normal and satisfactory emotional development is not possible." — *Margaret Lowenfeld* in *Play in Childhood.*

"The final test of an economic system is not the tons of iron, tanks of oil, or miles of textiles it produces; the final test lies in its ultimate products —the sort of men and women it nurtures, and the order and beauty and sanity of their communities." —*Lewis Mumford* in *Faith in Living.*

"Recreation will reach all the people, for it is an inevitable part of every person's life and is as much a part of living in a democracy as eating and sleeping and working."—*G. Ott Romney* in *Off the Job Living.*

"Plant more flowers and urge others to plant them. Plant more trees. Make our cities as beautiful as they can be. Encourage people to do things with their hands in contact with living things and with the soil, and you will have made a great contribution to the biological life, the spiritual life, the general culture and the fine arts which are the expressions of the people."—*L. H. Weir.*

"Most of our cultural advancement has come from the uses to which we put our leisure."—*V. K. Brown.*

"No one can ever get a start in being human except as a member of a group. Personality is at once intensely, essentially individual, and at the same time ideally and inescapably social."—*W. O. Carver.*

"Our heritage of leisure is the result of the accumulated toil of countless generations."—*George Hjelte.*

"Gradually wilderness has become a cultural necessity to us, the people of America, and while it does play an important recreational role, its real function will always be a spiritual back log in the high speed mechanical world in which we live."—*Sigurd Olson* in *National Parks Magazine.*

Breaking Into the Movies

By JOSEPHINE BLACKSTOCK
Director of Playgrounds
Oak Park, Illinois

IS YOUR PLAYGROUND trying to combat the opposition of the Saturday afternoon movies? Is it a case of Shirley Temple, Van Johnson, and Frank Sinatra versus handcraft, games or dramatics? Then you may be interested in an experiment that the Oak Park Playgrounds are trying out in order to meet the problem. They are fighting fire with fire—they are themselves making movies.

Some eight months ago a retired business man, whose hobby was teaching Sunday School, came to the office with a suggestion. Old-fashioned Sunday School techniques, he contended, were lost on the modern child. We must have the old commandments but in a streamlined version. Would the Oak Park Playgrounds care to make movies, with themes centering around such qualities as courage, fair play, honesty—using the playground activities for material and the children in the dramatic classes for the actors? It appeared, after some reflection, that the staff would. The man with the idea wanted the scripts written by the director of playgrounds and the action directed by the instructor in dramatics. He promised to secure the services of a photographer to take the pictures and a radio commentator to do the narration. We had other ideas as well. What about interesting a film-distributing company in defraying the expenses and in renting the films to Sunday Schools, Boy Scouts, Girl Scouts and playgrounds?

Problems and Difficulties

Hectic days followed. To write a script intended for the camera was a very different matter from writing one to be given behind the footlights. The lens shifted every six or eight seconds. Angles of vision, variety of pose and action, light and shadow lengths, all were part of the problem. The entire action had to be timed to a second, the most minor irrelevance was out. Because of the expense of using sound, there were no speeches for the actors, but that fact did not mean that lines did not have to be rehearsed by the children in order to build up the characterization. An overshadowed sky meant no shots for the day. A professional cameraman knew just what he didn't like and he kept retaking the picture until he got what he was looking for. The whole action had to be completed in about eleven minutes, the length of one roll of sixteen millimeter film.

Experiment, it might be said, is the life of program. The fact that some experiments are doomed to failure at the moment they are devised doesn't make their undertaking any the less necessary or important. Nonetheless, it is always good news when courage and wisdom, imagination and hard work and a modicum, perhaps, of luck, combine to bring off a new venture with flying colors. Such is the record of a flight from old and accepted usage into new and adventurous activity on the playgrounds of Oak Park, Illinois.

The Children's Reaction

And what about the children? They thought the experiment was pure adventure. Already movie conscious, they found these new techniques of acting stimulating and fairly easy. They had suggestions for both settings and action, and they were not backward in giving them. Attics were cheerfully ransacked for this and that property or costume. There were "technical" assistants galore. It was the job of one boy to hold a large piece of tin as a means of lighting the action, an important lesson in light refraction. The services of adults, too, were enlisted. It was one of the playground caretakers who built the platform necessary for a high shot. A collie dog was entered in the pet show just so his master, in the armed forces overseas, could have a chance to see him in pictures. There was one comedy note. The leading lady was supposed to "register" horror when her dog was hurt in an automobile accident. When the dramatic director first saw the preview, she was amazed and delighted at the realism of the girl's expression. On complimenting her, the young actress replied: "I was sitting on the grass and a bee stung me just at the moment. I suppose what you saw was when it was happening." Every time a scene was shot, there was a group of bystanders, both children and adults. One fact that gave "Hollywood" atmosphere was the way in which the children would appear in a scene or two, then change their clothes, sit under a tree and have a picnic lunch and

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Recreation in America's Secret City

By J. D. ROBBINS
Director of Social Recreation

and T. R. JARRELL
Director of Physical Recreation
Oak Ridge, Tennessee

THE VEIL OF SECRECY has been lifted. Oak Ridge, Tennessee, can take its place proudly among the communities of the United States. Nestled in the beautiful hills of Eastern Tennessee, unknown to the rest of America for more than two years until the day that Nagasaki was left a shambles by one of its products, Oak Ridge can boast an unparalleled story in the field of recreation.

The Recreation and Welfare Association of Oak Ridge—the home of the atomic bomb—provides all types of recreational opportunities for the 75,000 employees and their families in America's Secret City.

The war workers in Oak Ridge had some of the strangest working conditions ever known. Due to the secrecy surrounding the nature of the project, they never saw the results of their labors. There was little in which they could take pride. One of the common incentives for work was not present and no sense of satisfaction came to the workers from the feeling of a job well done.

Problem of Morale

Naturally, this situation created a problem of morale not commonly experienced in a modern industrial plant. In seeking to cope with the problem an extensive program of leisure-time activities to reach all possible interests seemed imperative. Thus was born the Recreation and Welfare Association of the Atom Bomb City. It is governed by a council of twelve members elected from the civil and military personnel at Oak Ridge. Under the over-all direction of Swep T. Davis, Managing Director, the Association operates numerous community services including theaters, bowling alleys, nurseries and, various concessions—a riding academy, a roller skating rink, an amusement park, dancing classes, a pool room, an art school and a junior band. For these activities a charge is made and from them comes the necessary revenue to carry out the tremendous free recreation program of the city.

Physical Recreation

As the Association grew and the recreation activities became more and more numerous, it was necessary to divide the program into two administrative fields — Physical Recreation and Social Recreation. The Physical Recreation Department furnishes a program so rounded that hardly any

Youngsters learn a game

form of sports is omitted. For instance, the industrial workers and the adult members of their families may participate in some thirty organized activities. High on the list of favorites are softball, baseball, and basketball, for which there are fine facilities including diamonds equipped for night play.

Three evenings a week throughout the year trampoline and tumbling instruction classes are available for youngsters and adults. On special occasions, this group performs their repertoire of stunts for the entertainment of thousands of spectators.

Over 25,000 tennis players participated in their favorite pastime during the summer months. Twenty-one concrete and two clay courts are available for use from early spring to late fall. Special instruction classes for beginners, conducted by a former club professional, were available to tennis enthusiasts several days each week. There is no charge for these classes.

Enthusiasts of the excellent horseshoe and shuffleboard courts run into the thousands, and there are many leagues and tournaments for team competition in the more highly organized games.

One of the largest swimming pools in the country was constructed and opened for operation in August. It measures 60,000 square feet and holds 2,100,000 gallons of water and it features a hundred meter straightaway. A grass beach and modern dressing facilities are planned for the coming year. Twenty-one thousand bathers used the pool during the thirty-two day period it was operated in August and September.

Social Recreation

In the department of Social Recreation, most of the activities center around several large and attractive recreation halls. The main idea in regard to each of these halls is to make them available to the general public as many hours as possible, and yet, at the same time, to provide for groups which like to have private parties.

Physical facilities for the halls, such as game equipment, were secured in order that all types of interest groups would be encouraged to have any kind of party they might want. During the daytime hours, when most of the people in Oak Ridge were working, it was anticipated that the use of the halls would be much lighter than in the evening hours. However, facilities are available for those who drop in for casual or unorganized recreation. There are soda fountains, table tennis equipment, lounging rooms, writing tables, small game equipment for the use of casual "droppers-in."

These recreation halls were not planned to be totally self-sustaining. It is, however, sometimes desirable to charge for their use, but at these times the price is reasonable and fair, covering only the direct expenses incurred, thus making for a much wider use of the buildings.

All the programs promoted reflect the public's interests. In Oak Ridge one of the major interests is dancing. Planned dances, therefore, are frequently promoted in one or another of the halls. In addition, juke boxes are provided for casual dancers. A well-known name band is brought to

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Oldsters try their skill

Friends Through Recreation

Part II

IF WE IN THE UNITED STATES are to assume with authority that leadership which many people think has been "thrust upon us"—if we are to look ahead to a "new world a-comin' "—recreation must play its part in a process of synthesizing the many elements that make up our complex culture. Recreation has, in this respect, an obligation and a privilege, for it can help weave more closely into the fabric of our one *nation* the many national threads from that one *world* of which we are a part.

The January issue of RECREATION carried the first part of an article designed to suggest ways of building a program, on playgrounds and in recreation centers everywhere, that can use to advantage such cultural materials. The pages that follow bring these suggestions to a conclusion. The two parts of *Friends Through Recreation* have been combined and reprinted in a pamphlet which is available from the National Recreation Association at a cost of 25 cents a copy.

As Others Have Done

Throughout the country during the past few years groups—in schools, in clubs, in recreation centers, in whole communities—have been experimenting with ways to stamp out intolerance, with ways to make the ideals of democracy the everyday practice of democratic people, with ways to make more currently vital in the community the great contributions to our culture of the ordinary first or second generation American. Many of those efforts are still generally unsung outside the community where they are going on. Others of them are not yet ready to be evaluated and passed on for the use of other communities. From three sources, however, come suggestions for activities in intercultural relations that can be used in other communities.

The Story of the Springfield Plan tells of two especially good experiments. Though they were conducted in schools, they could be adapted, perhaps with some modifications, to many recreation programs.

Weeks of work by all classes of an elementary school, including the kindergarten, went into the preparation of a *Map Fair*. The life of Springfield and the nationality groups that had contributed to that life were graphically illustrated by miniature models of such things as grocery stores and roadside stands, ships and planes; by wall maps showing the national origin of each child in the grade that had made it; by a giant globe with continents and oceans and states shown on the inside so that "you could see all the world at once;" by a cartwheel bearing the flags of all the United Nations upon its spokes. Each child in the school had a part in explaining and demonstrating the various parts of the exhibit to the visitors who came to look at it.[1]

Students of junior high school age made three books. One was made up of stories from foreign countries written by boys and girls whose parents and grandparents—in some cases the boys or girls themselves—had left their ancient homes for newer ones in the United States. Each story was written in two languages, in English and in the native language of the child's nationality background. Parents and grandparents helped in many cases to work out the translation. Other groups of children in the school devised for each story beautiful illustrations typical of the country from which the story came. The pictures were done in crayon or water color.

A second book, also illustrated in color by hand, was made from the folk music of the countries which had nurtured the ancestors of the children. By far the majority of the songs included came out of the memories of parents or grandparents who had sung them "in the old country."

A third book was made about the stories of men and women in all walks of life who, coming from another country, had brought their contributions of work or song, craft or art, to enrich the life of Springfield and the United States.

In each case the school children themselves, with the help of those adult members of their families closer in time and in space to their original homeland, made the books. Teachers participated only to the extent of offering general guidance and of typing the final drafts since the skills of the youngsters did not run to handling a typewriter.[2]

1 *Story of the Springfield (Massachusetts) Plan.* Barnes and Noble, Inc., New York. pp. 57 ff.
2 *Ibid.*

The Junior Red Cross, preparing material for a "One World" theme to be used at camps and on playgrounds, have suggestions for activities in music and crafts and games that stress the unity of all people through their contribution to the whole world.[3] They suggest the use in music groups of such material as *Songs of the United Nations, American Folk Songs, Ballad for Americans, Chee Lai,* and similar songs to sing in groups or to listen to by way of one of the excellent commercial recordings that have been made of them.

A craft program included the making of posters giving racial and national backgrounds of famous Americans, maps showing the lands of origin of the people who have made America and of the people who make up the immediate community, a frieze with crayon or chalk drawings depicting activities of the children of the community and of other countries, a scrapbook history of the peoples who live in the United States—where they came from and in what sections of this country they have settled. Clothespin dolls were dressed in authentic costumes of foreign countries designed by drawing groups and made in cloth by sewing classes or cut out of paper.

Quiet games were geared to this theme of nationality. Guessing games, such as "Who Am I?" or "Twenty Questions," and charades can be developed about famous Americans of foreign extraction or of a minority race or religious group. Games customarily played by children of other lands may be included with those of local derivation.

The Camp Fire Girls World Friendship Program lists the following among its ideas for program leaders: A corner of the main hall at the camp or indoor center becomes a "World Treasure Niche" where some especially lovely product of a foreign country—clearly labelled and lighted — is always on display. Such exhibits should be changed frequently, of course, but not so quickly that any one country's contribution fails to have time to sink into the consciousness of all passers-by.

One group of Camp Fire Girls made for themselves a "Family Tree." From its branches hung paper dolls—in colorful and interesting array, for each girl in the group had dressed her paper doll in the native costume of that country from which the

A group of nuns learn folk dances in Milwaukee

Courtesy Dept. of Municipal Recreation, Milwaukee, Wis.

[3] *Jr. Red Cross Bulletin,* No. 1005. American Red Cross, 511 N. Broad St., Philadelphia, Pennsylvania.

child's forebears had set sail for the United States.

These, obviously do not exhaust the possibilities in day-to-day use of nationality material by recreation leaders. Ways of working out new ideas, of experimenting with new approaches are limited only by the imagination of the leader. All that any list of "has-been-dones" can achieve is to point the direction along which other people have already pioneered.

Study Groups

Adults can, of course, find as great an interest as youngsters in the songs and dances and crafts that have come over to us from other lands. Their maturity enables them, however, to go a little further into the ideas, the whys and the wherefores of intercultural relations. Regularly held discussion groups and forums, reading clubs and study clubs can be developed or stimulated along with other types of activities. If these can include persons from many nationality and minority groups they are apt to develop interesting and valuable results in the community for everybody concerned in them.

Classes, too, can be held for new citizens or for people who are about to become citizens. In one community, for instance, special classes were held in English, citizenship, sewing, folk dancing, dramatics, home-making and a variety of other courses "academic" and "practical" under the aegis of the recreation department and with the cooperation of schools, churches, and other agencies.

High Days and Holidays

Winter and summer, spring and fall, special occasions are meat and drink to the program planner who would use the whole world as his source of ideas. Our customary festivals like Christmas and Easter, Thanksgiving, and Halloween, have their antecedents or their counterparts in rituals that were already ancient when the first Europeans set foot upon the land of the new world. Many feast days celebrated by the Protestant and Roman Catholic churches are closely matched in time by days holy to Jews and to members of other faiths. The rituals are equally beautiful, equally dramatic, equally spiritual. In the making of many of our patriotic holidays, men and women who came from other countries have had no small part. All of these days and seasons can be made the occasion for combining the old and the new, the majority and the minority, the "native" and the "foreign."

The Turning Year

People who have for many centuries lived close to the land know the survivals that have lingered in the folk traditions—survivals from pagan beliefs, from half-savage superstitions. In the Europe of the so-called Dark Ages the church tried to eliminate all traces of pagan belief, but some of the customs were too ingrained in the lives of the people to bear rooting out and so the Church accepted the lesser of those "evils" and made them respectable by its blessing.

Most of those survivals revolve around the changing seasons, the end of darkness and cold, the season of sowing, and the time of the seed's fruition, the gathering of the harvest. The ritual celebration of these occasions differs in different parts of the world, but the occasion itself is common to all people who till the soil or who draw their means of life from the tillage of others. The common interest provides a real opportunity to do a constructive and instructive demonstration of the differences with the help of foreign-born people in the community and of their children and grandchildren. Too much emphasis cannot be put, in these times when it is increasingly imperative to combat divisive elements in our culture, upon the essential oneness of human nature. It cannot be stated too often or in too many different ways that the differences in men are superficial, that it is their essential likenesses that are important and fundamental.

Many Creeds

As it is with the cycles of nature, so it is with the cycles in all (or nearly all) creeds. Many of the feast and the fast days celebrated in any religion have some connection with the nature cycle. Thus the festivals of Christmas, of St. Nicholas, of Santa Lucia, of Hanukkah are closely allied in time and in spirit. They come at about the same time of the year. They celebrate, with lights, the return of light both spiritual and physical to the earth. Thus many people in many lands are rejoicing in ways peculiar to their heritage at the same time and over the same thing. To combine these customs into a joint program will give beauty and richness and satisfaction in quantities greater than can be gotten from any one custom celebrated by itself. Where elements in the community's population differ in national or racial or religious background from the majority, they can be brought creatively into the picture. If the population is lacking in minority groups, it would still

be well worth the time and effort of a program planner to create a program (or to use already prepared material) that incorporates as many different customs as possible, even though this means some research and more than a little extra work.

The same things that have been pointed out about the December festivals of light are true of the feast of the harvest—Thanksgiving; of the feast of the re-birth of life—Easter; and of other festivals throughout the year. The Jewish festivals, especially, are close in time and in spirit to those of the Christian churches, and their dignity, their spiritual quality, their dramatic beauty are strong recommendations for their use in combination with Protestant or Catholic festivals.

Photo by Anita Fowler *Courtesy Palo Alto Children's Theater*

The arts of the theater can bring understanding of other nations

The Growth of a Nation

In those days when we honor our national holidays—Independence Day, Decoration Day, Armistice Day—people of other national and racial backgrounds can have a real part. Frenchmen and Poles, Germans and Jews, Englishmen and Austrians and Russians and Italians have all contributed to our development as a nation. Emphasis upon those contributions in celebrations of our patriotic holidays, as well as emphasis upon the great number of unsung and unremembered heroes from Europe and Asia and Africa who have made us what we are today and will continue to make us what we will be tomorrow, can do much to integrate nationality groups into the life of the community, to make them feel at home and proud of the special thing they have to give to the whole country.

Citizens All

In recent years, in many communities, special attention has been paid to new citizens of this country in "I Am an American Day." Special ceremonies have marked the occasion when these people cease by law to be foreigners and become by law citizens of the United States. It is a fitting thing that this occasion should be so marked, that each new citizen be singled out to have, for a moment, the spotlight turned on his new status. Each community must work out for itself the most appropriate ceremony for its new citizens. No community should skimp on this day, for it sets the seal upon a process which has often taken more courage and brought in its wake more heartbreak than many of us will ever know. Springfield, again, has worked out a ceremonial for "I Am an American Day" that has brought both joy and pride to members of nationality groups there. The celebration was planned cooperatively by more than eighty clubs and organizations in the city—in itself a lesson in the oneness of people who are all seeking the same goal. It included the presentation of a scroll to each new citizen, a scroll that was sign and symbol of his new responsibilities as a citizen. Each person naturalized during the preceding year received his scroll from the mayor on the stage before a capacity audience (hundreds of people were turned away). Folk songs and folk dances were on the program in which clergymen

from the Roman Catholic, Jewish, and Protestant faiths participated.[4]

The choral reading used by another community in its celebration of "I Am an American Day" has already been cited (see page 5).

It does not, perhaps, matter very much just how "I Am an American Day" is celebrated, provided it is vivid and important, and provided the new citizens themselves have some active part in the program. It is important that the day be marked with special activities of one kind or another in all communities where there are new citizens joining the old.

"I Am an American Day" has come to mean much in communities where it has been really given a "bang-up" celebration. It means much not only to the erstwhile foreigners whom it especially honors, but also to the men and women who were "born and bred in the briar patch." It has given to them a sense of continuity, a feeling of at-oneness with all the small streams of people who have poured their hidden wealth into the river of our North American culture. On the face of it, it seems too bad that communities where few people or none are becoming citizens each year should need to miss the kind of stimulation and pride that comes from this celebration.

As a matter of fact, this situation need not be because there is another kind of celebration fitting to the occasion and right for it that may be substituted. For, although there are some sections of the country which are not now in process of receiving groups of people from other nations, there is none that has not in the past done so. Such places may well draw upon the history of their community to present the story (*not* the problem) of immigration as an integral part of the town's ordered and full development. This kind of program will take some digging into the records of the past, some analysis, a good deal of imaginative use of facts that may seem staid or dull. But it presents a real opportunity for community cooperation. The "oldest inhabitant" can have a part in it. So can the teacher with a yen for historical research, the antiquarian society, the directors of the community theater.

A consolidated school in a rural section of Virginia developed an exciting project from the history of the county. The whole school and many out-of-school people in the district worked on collecting and preparing the material, the dramatization and mounting of the production. The whole county drew pleasure and pride from "their" show. Such cooperative activity can go into the creation of a program developed about the nationality groups that have, in the past, brought their contributions to the growth of the community. The wider the base, the more people and the more groups that have part, the more rewarding the experience will be for the whole community.

[4] *The Story of the Springfield Plan*, pp. 116 ff.

Grand Finale

There are a number of ways to put a period to the season's work with the kind of material we have been discussing. Certainly some culminating activity should be planned for the program whether it has lasted a week or a year, and this final flourish should accent all the activities that have been involved. A fair or festival, a pageant, a living newspaper type of play could be used to "show off" to the community at large the things that have been accomplished — the folk dances, the puppet shows, the arts and crafts and music and games. Such a production will enable the recreation department to bring the community at large into the experiences of its own constituents. It will give the groups which have been working on one or more aspects of the program an opportunity to see the whole picture in clear focus, to see themselves and their part in the day-to-day program in proper relationship to a whole idea. It will help to integrate nationality groups into the whole community, will give them a deeper sense of belonging, of having contributed concretely and obviously to the place they now call home. Where there are tensions or prejudices or intolerance, it will help to minimize them.

For all these reasons the culmination of such a program deserves the best efforts of all the people concerned—their imaginative planning, their careful work, their close cooperation with each other and with members of other community organizations which may be helping on the production. It deserves a carefully thought out and carefully executed promotion campaign to spread the news of the coming event and to stimulate interest in it. It doesn't necessarily need a great extra outlay of money because the material at hand is chockablock with color and interest and excitement. It does not need much gilding with elaborate costumes or scenery. Suggestions of national dress in costume accessories and stylized motifs drawn from characteristic designs of the countries involved will do what is necessary to set the program.

Come to the Fair

Perhaps the most satisfactory finale to the program, one that has been widely used, is the folk festival. It lends itself with equal felicity to the folkways of a region, a nation or a world. It can be adapted to a special occasion or it can stand alone on its own merits. It has room within its boundaries for all the many activities of the day-to-day program, for dancing and singing, games and demonstrations and exhibitions and plays and puppet shows. It has room, too, for each child or adult who has been participating in the season's activities to have a part in the final demonstration. It can be easily adapted to the physical facilities available to the community.

Planning. The planning of the festival should, really, be part and parcel of planning the whole program for it is "of a piece" with the rest, not something extra that is tacked on like an afterthought. The craft classes, the choruses and bands, the puppet and live-actor plays, the dancing and the games should all build naturally and logically to the final demonstration. Actually, when the end of the season's day-to-day program comes, the festival should be ready for presentation except for the finishing touches and a rehearsal or two to insure the smooth running of the numbers.

Costumes, whether they are elaborate or simple, can be made in craft groups. So can the background settings or decorations for the hall or street, playground or outdoor theater which is to be used. The festival program will grow out of the dances that have been learned, the songs that have been sung, the stories that have been told or acted out.

Because the final program grows out of the day-to-day programs, the planning should have a high degree of flexibility. The participants should, if possible, have a part in it. All the activities should be a program-in-the-act-of-becoming, set in its final form only just far enough in advance of the presentation to guarantee a really finished performance before the audience.

Promotion. To guarantee an adequate audience, a promotion plan is desirable. To guarantee the largest possible audience it is a necessity. No matter what fine cooperation there is between the recreation department and the press and radio, no matter what herculean labors of publicity the department has accomplished "on its own" in the past, it can still do a better job if it has the active cooperation of all other community agencies.

A program of this kind is—or should be—of vital interest to the whole community. The whole community has, in a very real sense, a stake in it. Many people in the community not actively affiliated with the recreation department may well have contributions to make to the success of the program. Therefore, a wise promotion plan will take the whole community, through its organization, into the planning for the program and its final demonstration. An advisory board formed from members of community organizations such as libraries, museums, P.T.A. groups, junior leagues, youth agencies, community centers and settlements, organized or semi-organized minority groups, schools and churches could be brought into the picture when the planning first gets under way, kept informed through occasional meetings of the progress of the work, and used to the fullest when the time comes to publicize the festival. It is obvious that no one should be invited to sit on this committee who is not entirely in sympathy with the aims of the program. The committee, moreover, should not be allowed to get too large.

The end of the promotion plan is to see that *every person in the city* knows about the festival—when it is to be held, where it is to be held, where to get tickets if tickets are needed, what to do in case of rain if the program is scheduled for out-of-door performance. The italics in that sentence are the main reason why the department needs the support of other groups. No one agency, alone, can do that job. Nor can an article in the newspaper or a radio program, alone, do the job. In addition to these organs of communication there are many others that can be used effectively—posters and handbills; bookmarks; announcements to schools, churches, P.T.A. groups, Scouts, A.A.U.W.'s, service clubs, women's clubs and the like; cards in street cars and busses; movie trailers; bulletins.

Setting up the Program. It is not possible to set up a single plan for a festival that will be equally suitable for all communities. There are too many variable factors, too many details of facilities and personnel that cannot be known or foreseen to anyone outside the community. But there are some general principles that should be considered in the planning.

Certainly where there are many minority groups, many national or racial or religious strains present in the community, plans should seek to incorporate them all into the program. Thus the program

will "do the most good," and thus the program will gain in variety and color and interest. If there is no nationality group in the community, the culture of one nation or the history of the community itself might be used as the theme of the program. In this case it is desirable to have represented *as far as possible* those minority religious or racial elements which exist in every town or city.

Certainly, too, each activity should be given a place on the program. It may be possible, for instance, to include not only an exhibit of work done by arts and crafts groups but, in addition, an actual demonstration of such a group at work. So, too, with forums or discussion groups that have been going on during the season. Their activities might be included in miniature on the final program.

For exhibits of material developed during the day-to-day program, the participants—children or adults—can act as guides to explain the display and to answer questions about it. If they have been a part of the group responsible for the exhibits they will be fully qualified to talk about them with interest and enthusiasm to a less well-informed public.

Perhaps the keynote of the festival is gaiety, gaiety and variety. One community plans each year a colorful and stimulating "show." It is held, in this case, indoors in a hall made over with paint and canvas, beaverboard and lumber to create a background in keeping with the spirit of the occasion. In this setting one can see a panorama of American culture, activity following activity in kaleidoscopic patterns and colors. Strolling minstrels, jesters, dancers (3,000 of them), fortune-tellers, bands, puppet shows, craftsmen, exhibits, old world food markets throw into sharp pictorial focus the customs and costumes brought to this country by the folk of many lands.

A Frame of Words

The pageant is a more formal type of production. It should be given some kind of an explanatory framework. A narrative script giving the background of the activities, some data about the nationality groups involved, some comment on their contribution to the life of the community and the culture of the country might be read—radio-wise—from behind the scenes over a public address system or given from the stage by a narrator. The device of placards carrying, in large and clearly readable print, a brief descriptive comment about each part of the program could be used in a small auditorium. If a printed program is in order, it could carry notes on the production. A "Prologue," in appropriate costume, might read or "speak a piece" about the festival and how it grew. If a verse-speaking choir is part of the community's facilities, the explanatory materials could be cast in the form of a dramatic reading and incorporated directly into the program. If there is the necessary talent available, the whole pageant might be framed by a dramatic episode or episodes. This kind of thing, however, needs to be especially well done and should be attempted only if there are, in addition to talent for dramatic writing, enough time and enough interested people in the community to do a really fine job.

The "living newspaper type of play" is a somewhat different problem. It demands more formal dramatic leadership and should probably not be attempted unless someone in the community who is willing to work with the recreation department has the skill and some experience in constructing this type of program. It is too, on the whole, a more mature approach and a more serious approach to material than is the festival. It seems unlikely that it would be an easy form to use with younger children. It requires some research on the part of the participants and a good deal of thought and analysis if it is to be truly effective. With an adult or nearly adult group under trained leaders something as fine as Hull House's *Halstead Street* might develop, but it would seem wise, on the whole, not to rush too quickly into plans for a production of this sort. On the other hand, if there seems to be a clear sign that the participants in the program or in any part of it are steering toward such an activity, by all means let it develop as all or part of the final demonstration.

Word of Warning

In the final analysis, each group must work out for itself the plan best suited to its own peculiarities. The all important thing to remember is that this is a community-wide program in the real meaning of that phrase. There is no place in it for intolerance, for "favoritism," for half-way measures. If the community is really not ready for intercultural activities of this kind, don't force the issue by insisting on plans that will only antagonize. (This is not to say, however, that a few antagonistic people should be allowed to kill something that the community as a whole is sympathetic to and ready to accept.) It is always possible, however, to start with people where they are and to bring them

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along gradually to a clearer point of view. That is always possible *if* no "backs are gotten up" in the process. This is, of course, a subtle and sometimes dangerous business, dangerous to the very aims it seeks to reach. Neither chicken-hearted docility nor foolhardy insistence on the "finer" point of view will succeed in doing the job that needs to be done. It takes a nice blend of courage and wisdom and imagination and understanding of the community to reach the end of this road of cultural maturity, to achieve the "creative use of cultural differences." Certainly it is a job that needs doing and that challenges the ingenuity to make it a success.

Program Aids

1. Community Resources

NOTE: Places to go for help in setting up a program such as that outlined here will vary from community to community. The resources suggested here are a few of those which might be available. This list is intended to be suggestive rather than exhaustive.

Schools are a possible source for part-time specialists (volunteer or professional) in music, crafts, discussion groups, dance, choral speaking, dramatics. It might be possible to arrange a curriculum tie-up, though this is obviously impossible and unwise unless the schools are in sympathy with the idea.

Libraries, city and state.

Folk lore, antiquarian or *historical societies,* city or state.

Museums

Extension services of state universities may be able to supply from their audio-visual aids departments films, recordings, movie equipment, transcription play-backs, film strip projectors and film strips.

Bookstores and record shops

Churches (of all denominations) and *synagogues*

2. A Few Books for Background Reading

Story of the Springfield Plan, by Clarence I. Chatto and Alice L. Halligan. Barnes and Nobel, New York, N. Y.

A discussion of the philosophy and techniques used in Springfield, Mass., to combat intolerance and foster intercultural education.

Get Together Americans, by Rachel Davis-Dubois. Harper and Bros., New York, N. Y.

An analysis of what has come to be known as the "Neighborhood Home Festival," one of the approaches to intelligent intercultural relations, as it was developed and as it is being used by Dr. Davis-Dubois and her associates. The appendices are a mine of information about the customs, songs, festivals of many racial and religious groups.

They See for Themselves, by Spencer Brown. Harper and Bros., New York, N. Y.

The record of an experiment in intercultural education which used the art of making plays as a means of discovering and interpreting some of the causes and results of community tensions.

A Nation of Nations, by Louis Adamic. Harper and Bros., New York, N. Y.

A study of the ethnic strains that make up the United States and of the contributions of those strains to our stream of culture.

A Treasury of American Folklore, ed. by E. A. Botkin. Crown Publishers, New York, N. Y.

3. A Few Program Materials

Book of Festivals, by Dorothy Gladys Spicer. Womans Press, 600 Lexington Avenue, New York, N. Y.

A calendar of festivals celebrated throughout the world with a short but graphic description of each.

World Friendship Ceremoniol, "The Camp Fire Girl," April 1945. Camp Fire Girls, 88 Lexington Avenue, New York, N. Y.

Chanukah Programs. National Council of Jewish Juniors, 1819 Broadway, New York, N. Y.

Four Freedoms Ceremony, Camp Fire Girls

Hi, Neighbor! Camp Fire Girls

Children's Games from Many Lands, by Nina Millen. Friendship Press, New York, N. Y.

Skip to My Lou. Girl Scouts, New York, N. Y.

Traditional Games, Handy II, Section N. Church Recreation Service, Delaware, Ohio

Games, by Jessie Bancroft. The Macmillan Co., New York, N. Y.

Games the World Around, by Sarah Hunt and Ethel Cain. A. S. Barnes and Co., New York, N. Y.

Folk Festival Handbook, Evening Bulletin Folk Festival Association. Bulletin Building, Philadelphia, Pennsylvania.

For the Storyteller. National Recreation Association, New York, N. Y.

A Program for Thanksgiving. National Recreation Association.

Festival of Light, A Program for Christmas. National Recreation Association.

4. Some Recordings and Transcriptions

Folk Music in the United States

Records prepared under the jurisdiction of the Library of Congress and dealing with such subjects as Anglo-American Ballads, Negro Work Songs and Calls, Play and Dance Songs and Tunes. *Catalog of Records, No. 2,* is available from the Library of Congress, Washington, D. C. (Recorded at 78 r.p.m. for victrolas or record players.)

Americans All, Immigrants All

A series of recordings dealing in dramatic form with some famous Americans. Prepared under the oversight of Rachel Davis-Dubois for the United

(Continued on page 612)

Falls to Christies

ABOUT FIVE YEARS AGO a pair of ski enthusiasts, Ford and Peggy Sayre, came to Hanover, New Hampshire. There they found that rural children were not enjoying their natural heritage of winter sports because they needed to be taught to ski and to skate. So, as volunteers, Ford and Peggy Sayre began to teach their young neighbors.

Then came the war. Ford Kent Sayre, like so many of his generation, crashed in a fighting plane while he was in the armed service of his country. His friends, seeking to pay tribute to him through means most appropriate to his living interests set up a memorial fund to continue the work of instructing rural children in skiing.

Living Memorial

Mrs. Sayre carried on the job that she and her husband had started. Working with the volunteer committee she arranged with superintendents of rural schools to dismiss the youngsters fifteen minutes earlier at noon once or twice a week. The noon hour is especially good as a skiing time for younger children because it is not so cold and does not conflict with school transportation schedules. Children bolted their lunches and rushed out to ski.

Many of them did not have skis at first. Many of those who had a pair found them too small or too large. Some skis were held on by rubber jar rings. So, inexpensive pine skis were bought for each school. The ski-less children were given properly fitted skis from this store. Others of the youngsters traded their ill-fitting skis for a pair that fit.

The first thing that the children were taught was how to fall down. It was fun watching the instructor fall down to show them how. In order to get the children to participate in contests, a carnival was held. Even the ones who couldn't ski or skate very well were urged to enter. In order to make things fairer, the children had to enter both the skiing and skating contests. This gave each one an equal opportunity. Certificates were given to encourage participation in the carnivals. Badges were given to children for each year of skiing.

Ski School

Mrs. Sayre also directs the Hanover Inn Children's School which was first started in 1936 at the suggestion of several mothers who were anxious to send their children to the snow country during the February school vacation. Twenty-five children arrived at the ski camp operated for the Dartmouth Outing Club, and stayed for a week. With one ski instructor to help the director the class started on elementary turns, learned something about cross-country skiing, waxing and, most important of all, the love of the sport. The "teachers" had such a good time developing these young pioneers that the next year a Ski School was set up exclusively for youngsters from eight to twelve years of age.

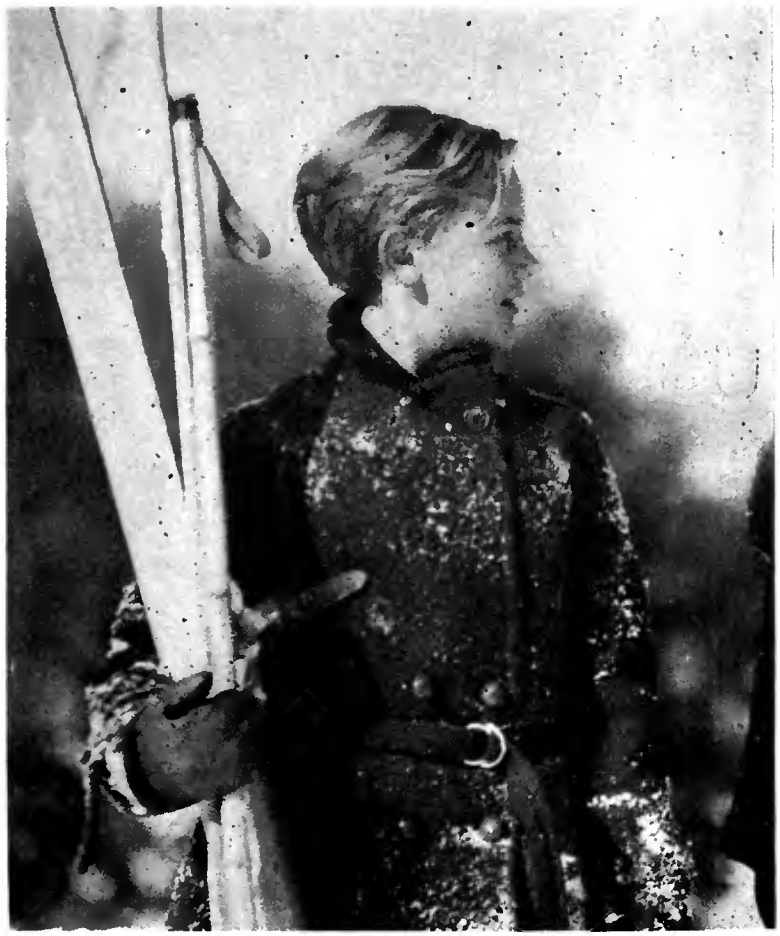
The Hanover Inn became the headquarters of this school, and since 1937 two schools have been operated each year for youngsters of various ages. An instructor for every eight childre nand a "skiing" trained nurse who goes out with the School. now make up the staff. The boys and girls come from all parts of the East, bag and baggage, as if

Courtesy Los Angeles County Department of Recreation

they were headed for a summer camp and the Ski School becomes an old-fashioned winter vacation.

First Steps

The broad treeless slopes of the Hanover Country Club make ideal terrain for beginners, and the more advanced progress to the slopes of Oak Hill and other hills made famous by the exploits of the Dartmouth ski team. The first thing a beginner must learn is how to get up from a fall, for it is only natural to sit in case of any unpleasant emergency! Next he learns to ski on the level in an easy gliding motion and to climb by means of side stepping and long traverses. With these first steps mastered the novice takes to the tops of the hills and comes down. He runs down a few times straight and out on the flats — but only a few times as control must be mastered by all skiers.



Paul Parker Photo *Courtesy Girl Scouts*

Control starts with simple snow plows which slow up the skier immediately and make it safe to take short cross-country trips where it is necessary to go cautiously. From snow plows the beginner advances to snow plow turns, stem turns and christies. Naturally not everyone reaches the advanced turns but the easier turns are accomplished by almost all of the children.

The more advanced in both the junior and senior divison go through a rapid review of the fundamentals before advancing to side slipping and christianias. The christie is one of the most important turns in all skiing and the most difficult to master properly. Along with the work on christies, we take up cross-country racing steps, jump turns, slalom running, and temp turns. The youngsters love to take small jumps and it is excellent exercise to develop balance, timing and confidence. Cross-country trips and hare and hound chases help put their legs in condition and convince them of the necessity of mastering the turns.

The first event on the school program is the checking of equipment. Bindings must fit rigidly holding the boot to the ski with as little play as possible. The skis themselves have to be looked over to make sure they are not warped or too large or too small for the youngster who is to use them. The importance of good equipment cannot be minimized especially for a beginner and lessons with improper equipment are not only wasted but might spoil the youngster's interest in the sport.

Program

The first morning of the Ski School starts off with breakfast at quarter of eight. A short session of bed making and room straightening follows. There is quite a feeling of competition as a prize goes at the final banquet to the best boy and the best girl "housekeeper." A check-up on snow conditions tells us what kind of waxes to use for the day and the class goes to the Ski Hut to wax the skis. The major part of the work is done by the youngsters with the advice of the instructors for it is good practice and part of the sport.

By ten o'clock, the sun is high and we are ready to ski across the campus, through the Col-

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Winter Sports in Latitude 42°

UNION COUNTY, NEW JERSEY, is in that latitude which keeps it from being a summer paradise but at the same time makes the enjoyment of winter sports an uncertainty during the cold months of the year.

Snowfall has ranged from as little as 5.8 inches in 1931 to as much as 37.3 inches in 1941, and mean temperatures for the two coldest months, December and January, have been 33.5 and 30.7, respectively, for a ten-year period.

It is surprising to most people, therefore, when they learn that for just a five-year period—1940-1944 inclusive—the Union County Park System's winter sports facilities accommodated 1,206,974 participants. Success of this program in "Latitude 42°" is attributed jointly to several factors which include determining the need and desire for winter sports among various age groups as well as in different sections of the county.

Matching Needs to Locations

Matching the need to the locations available for meeting that need presents the next problem. At this point, topography of the land, and the extent to which it has already been developed for other purposes becomes a factor. In the case of flooded areas, to be used as additional skating ponds, the ease with which drains can be blocked to prevent the loss of water generally helps determine whether it is feasible to convert a soccer field, an undeveloped field, or some other play area into a place to skate. How cheaply an area for skating can be maintained also depends greatly on whether or not extensive pumping will be required to maintain a certain level of water in a flooded area.

When the area under consideration passes the test as far as satisfactory cheap maintenance is concerned, it is considered from the standpoint of accessibility by car or bus transportation. However, in a small county, such as Union, this factor has not required too much attention since there are many miles of excellent county roads and state highways crisscrossing the county.

By far the most successful double utilization of an area for both summer and winter sports has been at the Park Commission's twenty-seven-hole Galloping Hill Golf Courses, Kenilworth and Union. Here, a course that meets the demands of nearly 50,000 golfers each year, is converted in the winter into a miniature "Sun Valley," with fast toboggan slides, steep slopes designed for skiing only, other slopes set aside specially for coasting, and a flooded area that offers excellent skating possibilities after only a few days of below-freezing weather.

What is normally the golf house restaurant in the summer is converted to the sale of candy, cigarettes, hot chocolate, and franks each winter, and part of this large room is used for storing and renting toboggans. Attendance ranging as high as 17,000 for one Sunday has been reported at Galloping Hill.

Courtesy Union County, N. J., Park System

Since the Park Commission operates only one golf course, other areas have not lent themselves as readily to such concentration of facilities for all four winter sports in one park. However, the utilization of bleacher boards and bleacher horses has enabled the Commission to erect excellent coasting towers in several other parks, and these have found favor with children living

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Courtesy Union County, N. J., Park System

within walking distance of such areas.

As for ice skating, the Commission thinks that "if it's a lake or a pond, it can be used for skating." In other words, nearly every water area in the county parks is open to skaters when the surface is frozen to a required thickness. A division is made, however, into "supervised" and "unsupervised" areas; supervision in this case referring to whether an area is cleared and scraped regularly by the maintenance department or whether the clearing and scraping is considered secondary to the use of the needed equipment for some other purpose, such as plowing roads and paths after a snowfall.

Telling the Public

Because Union County is in that weather zone which gives no assurance of continued cold weather or satisfactory snow conditions for a prolonged period, residents of the county have had to depend on being told *at once* when suitable weather develops for their favorite sport. "Telling the public" then, has been considered the third and one of the most important factors in the Commission's annual winter sports program.

Publicity has ranged from the distribution at the beginning of the season of an attractive facilities folder in which all facilities are listed and regulations governing their use outlined, to the daily telephoning of last-minute information to local newspapers as soon as the various facilities are actually placed in operation.

One of the most useful devices for making day-by-day information available to the greatest number of county residents has been an arrangement made with more than twenty municipal police and recreation departments and local sports shops. Each day a clerk at the Park Commission notifies each of these departments and organizations of any change in skating or snow-sport conditions. The list of these organizations is published and persons in the various towns have become accustomed to calling the organizations listed in their own towns, thus permitting toll-free calls, and also relieving the pressure on the Park Commission's own switchboard. That board, with five trunk lines, in spite of the arrangement outlined, has handled more than 100 calls an hour at times when sudden weather changes have made ice skating seem imminent on various park lakes.

That long period that a manufacturer would refer to as "the introduction of a new product" has long since passed with the Park Commission. At first, this "introduction" in the Commission's case meant acquainting the public with the fact that winter sports *were* a part of its program, despite the prevailing notion that there was neither enough snow nor cold weather to support such a program.

How far that introductory period has been left behind is shown by the annual attendance reports. Skiing has zoomed from 113 in 1929 to 10,501 in 1944, with a "high" of 23,235 recorded in 1939. Skating has climbed from 36,170 in 1929 to as high as 382,846 in the best year. An inauspicious first year for the Commission's toboggan slides in 1937 with a participation of 385 jumped, in two seasons, to a total of 20,000. Increases in coasting have been even more marked.

The Commission's recreation department has even found it possible, despite the handicap of "Latitude 42°," to organize a ski club that numbers nearly a hundred active members and a four-team ice hockey league that goes into action each season when suitable ice conditions develop. Union County Outdoor Speed Skating Championships, sanctioned by the Middle Atlantic Skating Association of the U. S. Amateur Skating Union, are scheduled each season as are county meets in coasting and cross-country skiing.

The conclusion is that any program that can attract 1,200,000 participants over a five-year period, in a county whose population only totals 330,000, is definitely worth while. And so it will seem to RECREATION's readers, too.

Minneapolis—Winter Wonderland

By KARL B. RAYMOND
Director of Recreation
Minneapolis Board of Park Commissioners

FREEZING temperatures and an abundance of snow that go with a Minnesota winter hold no terrors for the residents of Minneapolis, the state's metropolis. Rather, old King Boreas is greeted with enthusiasm by the inhabitants of this northern city, for skis and skates are standard equipment for those hardy folk from childhood on, and the city area of fifty-nine square miles abounds with hills and lakes for winter sports.

The city recreation agency, the Recreation Department of the Board of Park Commissioners, makes full use of Nature's winter bounty. This year, for example, the Department is maintaining forty-one skating rinks, two ski slides, six lighted hockey rinks, and one lighted speedskating track. The total estimated participation in winter sports during the 1944-45 season was 798,013.

The two most popular winter sports centers are thronged with enthusiasts, spectators, and participants alike, every week end of the winter season.

At the Powderhorn speedskating track, members of the six skating clubs of the city vie for honors over a course which leading skaters from the United States and Canada have adjudged "the finest speedskating track in the world." Its location at the bottom of the sunken bowl formed by Powderhorn Lake affords ideal conditions for racing with a minimum of interference from winter winds. Club events are held each Sunday and crowds of 10,000 spectators are not unusual for the more important meets.

Courtesy Union County, N. J., Park System

American Legion posts of the city are sponsors for the six speedskating clubs. They furnish uniforms and coaching for the skaters and provide officials for the weekly meets.

A fine spirit of friendly international rivalry exists between the Minneapolis clubs and the speedskating associations of Winnipeg and St. Boniface in Manitoba, Canada. The leading skaters of the two cities have met for the past fifteen years in an annual home and home series of tournaments.

The emphasis on winter sports has borne fruit in national tournaments in both skiing and skating as Minneapolis competitors have won more than their share of championships. At the present time, the national records in twenty-three out of forty-seven events recognized by the Amateur Skating Union of the United States are held by Minneapolis skaters.

Six hundred and eighty-one acre Theodore Wirth park with its variety of hills and valleys is a mecca for skiers and tobogganers. Slalom and downhill skiers make full use of the lighted ski course behind the Wirth Chalet, while the weekly jumping meets attract an average of a hundred competitors each Sunday in events sponsored by the Park Board.

Every opportunity is given to youngsters who wish to compete in the Park Board's skating and skiing events. Each skiing and skating club has a coach to give pointers to aspiring competitors and events are run off in

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Fun on Skates

By ROLAND C. GEIST
Secretary of the College Skating Club of New York

IN A RECENT POLL taken in a number of American secondary schools, skating was given second place in the list of pupils' favorite sports. It has had a very prominent place in the program of recreation activities at the Newtown high school in Long Island where, in 1937, a skating club was organized.

The club has had a most successful career. Hockey and speed skating are the choice of boys, while girls are eager to learn ice and roller dancing and to do a free style routine. At meetings of the club held twice a month, coach and student instructors give blackboard lessons in school figures, dance steps, and the techniques of starting and finishing races, and of hockey plays.

On Mondays club members practice both roller and ice skating at the City Rink in Flushing Meadow Park, site of the World's Fair of 1939. Fifty boys and girls divide into smaller groups to learn speed skating, school figures, dancing and free style routines. Many come to enjoy the sociability which is one of the objectives of the club. At Christmas time the skating club members took over the assembly program with a fashion show, talks on skating and an address by the student national roller skating champion. Another event is a skating broadcast when the purposes and activities of the club are discussed by members, and listeners are invited to join the club at an exhibition of skating at a near-by rink. Among the members of the club are a number of outstanding amateur champions and some of the students have joined the casts of various ice and roller shows.

Once each term the club charters a bus, and members ride to Bear Mountain, New York State, for an entire day of winter sports including skating, skate sailing, skiing and tobogganing. Parents and friends of the students join the party which often numbers a hundred or more. At this annual winter sports party a little carnival is staged, patterned after the famous Dartmouth Winter Carnival. The events include:

1. Opening march—everybody skates for movie camera
2. Race for boys at one mile
3. Figure skating exhibition, 8, 3, loops, brackets, etc.
4. Race for girls at half mile
5. Free style exhibition jumps, spins and spirals
6. Relay race—four-man teams two miles
7. Faculty race (most amusing event)
8. Dance exhibition waltz, ten step, fox trot and tango
9. Hockey—Seniors vs. Juniors
10. Skate sailing race—five miles

This year neighboring high school skating clubs have been invited to join the festivities.

In addition to skating, club members also enjoy bicycling tours, hikes along the Palisades, theater parties at current ice shows and motion pictures, and boat rides to West Point to see the dress parade and football game at the stadium. An exhibit has been planned in a Fifth Avenue sport store to display old skates, the Newtown Club's medals and trophies, the "N" award for outstanding merit in skating, scrapbooks about skating, and Newtown activities in particular.

The College Skating Club

Another skating group is the College Skating Club organized in 1933 on the Lake Placid Snow Train when a group of college undergraduates and graduates decided to come to Lake Placid each season to enjoy skating and skiing. Most of the members come from Columbia, New York University, City College, Hunter College, Barnard, and Manhattan College. They first called themselves "The Whitefaces of Lake Placid" because of their untanned skin, but as they became more professional skaters and skiers they decided on a more professional name.

Among the activities of this older group are an annual trip to Lake Placid over a two or three day holiday, skating twice a week in New York, usually at Rockefeller Plaza Rink at Radio City, and indoors at the Brooklyn Ice Palace. In the summer bathing outings are held at Jones Beach with a half day of roller skating at the splendid outdoor roller rink. Last summer several members enjoyed a bicycling tour around Cape Cod with couples traveling by tandem.

Both Are Fun!

Which is more popular, roller or ice skating? Here are a few facts of interest to anyone seeking the answer to that question.

There are roughly about three times as many roller skates manufactured in the United States as there are ice skates, and about the same three to one ratio holds for rinks. There is, however, only one professional roller skating show touring the United States to three ice shows.

School figures, free skating, and dancing may be enjoyed on both types of skates. Roller skates seem to attract most teen-agers and most people find it easier to balance on four wheels than on a single blade. Admission fees to roller skating rinks are lower than to ice rinks, and professional instruction is less expensive for roller skaters. Municipal ice rinks charge about $.50 for admission, but private rinks about $1.00. Ice figure skating instruction costs about $8.00 to $12.00 an hour. Both types of skating have the advantage of being year-round sports in rinks. The open air ice rink located at Sun Valley, Idaho, is open from 6 A. M. to 11 A. M. and from 4 P. M. to 11 P. M. (It will reopen in 1946.)

Skates Should Be Good

The best way to get started in either roller or ice skating is to buy a good pair of skates. Boots must fit correctly. Most parents, when purchasing skates, buy them a few sizes too large for their children to allow for growth. Ill-fitting boots are sure to discourage the beginner. For dancing and figure skating, figure skates with rounded blade with teeth in front are the proper equipment. For speed skating buy the long blades, fifteen inches to seventeen inches, according to your height and foot size. For indoor or outdoor racing on large or small tracks or for hockey there is a regulation hockey skate, but do not buy hockey skates for figure work. It is of the utmost importance to buy a boot that fits snugly, and then the correct type of blade. Roller skates do not have as wide a variation as ice skates. It is possible, however, to obtain figure rollers for quick turning.

After you have equipped yourself properly it is well to obtain some instruction from friends, club amateurs or professionals. Membership in the club will add to your skating pleasure as you will meet experienced skaters who have much to show you.

To be a good skater you should practice regularly. Once a week is not enough; three times a week is good. As you become more expert, enter competitions in speed skating, the Silver Skates and similar events.

To enjoy skating it is not necessary to go into extremely strenuous training. Attend your rink regularly, learn the dances, enjoy the free skating, do a few school figures (there are about 44) or just putter around, but whatever you do have fun doing it.

Collecting Skatana

The real skating fan goes in for Skatana collecting, buying up and trading items of various kinds relating to skates and skating. Old skates are first on the list. Old Currier and Ives skating prints are rare and costly, but are popular items for collections. Old skating programs such as those from the New York Hippodrome show are large in demand and there are always skating prizes and trophies.

Sheet music collecting is a hobby of its own. Both ice and roller skating music is in demand by antique dealers and collectors. The club collection includes forty-one pieces of sheet music dealing with ice skating beginning with "Merrily Now the Skaters Go," by Charles E. Horn and Thomas Power dated 1837 and "The Skaters Waltzes" by Emil Waldteufel dated 1897.

Keeping a scrapbook is a highly desirable hobby and possibly the best of all for sheer interest. Clip anything interesting you see about skating in magazines or newspapers and paste it into a scrapbook. A photograph album, especially if the photographs are autographed, is particularly interesting. Posters may be collected. (These may be secured from traveling ice show publicity bureaus.) Old skating books are available from second-hand and new book dealers. Trade cards of skaters, popular about the turn of the century, make a comic collection. Skating jewelry—pins, brooches and other items are interesting.

Books on Skating

Here are a few books on roller and ice skating.

Roller Skating

Martin, Bob *Roller Skating.* A. S. Barnes, New York, 1944.

Traub, Morris *Roller Skating Through the Years.* Frederick Press, New York, 1944.

Amateur Roller Skaters Handbook. Amateur Roller Skating Association, New York, 1943.

Ice Skating

Boeckl, W. R. *Willy Boeckl on Figure Skating.* Moore Press, New York, 1937.

Brokaw, Irving *The Art of Skating.* Scribners, New York, 1926.

Cummings, Diane *Figure Skating as a Hobby.* Harpers, New York, 1938.

Dench, R. and Stewart, R. *Pair Skating and Dancing on Ice.* Prentice Hall, New York, 1943.

(Continued on page 606)

Minimum Scenery: a Brief Discussion

By ROGER BOYLE
Instructor in Dramatic Art
University of Virginia

MINIMUM SCENERY, variously called "cut-down," "simplified," or "skeleton" scenery, was developed in the amateur theatre as a means of providing an inexpensive setting which would be an artistic expression of the specific play for which it was designed. It is thus a distinct advance over the practice of using a stock set painted a neutral tone which is slightly rearranged to suit the requirements of different plays. The idea has been so successful that it has been used for Broadway productions of multi-set plays. In fact minimum scenery may be used in situations where the economy provided is of secondary consideration. A play with a large number of settings can lose in dramatic effectiveness if the audience is presented with a succession of elaborate settings, each of which requires detailed examination before resuming the thread of the play.

The basic principle of minimum scenery is selection carried out in a rigorous fashion. The scene designer will start with an image of the scene as it might be in real life but from this he will select for his setting only those natural or architectural elements which are essential to the physical action and meaning of the play. In an exterior he will eliminate the background of sky, hills, trees, and buildings. He will use a wall, a lamp post, a fence, a bench, a hedge, a mound of earth or rocks. He will use whatever element or combination of elements is needed to clearly express the scene in its relation to the particular play. He will eliminate all else, not even bothering to try to suggest it. In an interior he will use only the doors, windows, fireplaces, or other architectural features actually demanded by the play. He will cut out the ceiling; all backings, except possibly for a window where the view through it is important and must be represented on the backing; all furniture not involved in the action; and he will eliminate or greatly reduce certain portions of the wall area. This is of special significance because here is one of the most effective applications of the principles of minimum scenery. Doors and windows will be placed in flats somewhat wider than the door or window frame itself and of a height to suggest the height of the room; seven or eight feet for the normal room, higher if you want the effect of a high ceiling. Now the walls between the windows and doors, in fact the rest of the walls of the set need be only about three feet high. These walls can be eliminated entirely or reduced down to nothing more than a base-board, although the three-foot wall gives a better sense of enclosure. If you have a high piece of furniture or an architectural element such as a fireplace against the wall at any point, the wall should be higher there. It can be as high as your window and door flats or it can be merely five or six inches higher than the object, depending on the general arrangement and balance of the set. If you have never seen an interior setting of this type, you may feel from the description that it would look very odd indeed. I can assure you that it has been done hundreds of times and that the result is very effective.

It is possible, of course, simply to use flats of seven or eight feet throughout the setting. Such flats are cheaper and easier to handle than ten or twelve-foot ones and simplify your problems to this extent. However, the effect is that of a low ceiling, since actually less height is suggested than with the irregular walls suggested above. Furthermore, you will feel the need of backings and perhaps more architectural elements to break up the wall space. You are likely to end up with a regular non-minimum set which is simply not as high as it ought to be.

Having selected the elements of the scene to be represented in the setting, the designer's problem is to make these as expressive of the particular play as possible. If the play is

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Ways to cut the cost of mounting a play without at the same time lowering the standard of the production are worth their weight in gold to the drama supervisor or director. One such way, worked out in the experimental theaters of the country, is the use of "minimum" scenery. An authority on the subject of this technique in scene design, Roger Boyle of the faculty of the University of Virginia, discussed its use in the December 1945 issue of the *Virginia Drama News*, one of the publications of the Extension Division of the University of Virginia. The article is reprinted in RECREATION by permission.

The Children Write a Play

THE SETTLEMENT had for many years conducted a Children's Theater as part of its total dramatic program. Early one fall, a group of boys and girls ranging from eight to thirteen years of age gathered in an unusually large meeting room. Many of them expected that once again they would present formal plays "on the stage." The leader explained, "We are going to make up our own plays. If we make them interesting and enjoyable, we can invite an audience to watch them here in our meeting room. Everyone will have a chance to take part. We will not have to be concerned about getting our play ready on time. We can work as slowly as we want and present the show when it is worth seeing."

The children could not accept this method of work easily, for it was too "different." It took several sessions of talking this concept through, and beginning their "pretend" games, before their doubts and problems began to clear up. Gradually, enthusiasm for "something new" began to grow. The children who were to become the backbone of the group seemed to be eager from the beginning. They tended to come to the group meetings with an appreciable degree of regularity. The attendance of the other children varied considerably during the season, and group activities were adjusted by the leader in accordance with the number present at each meeting.

Learning to Play a Role

A Situation. Work was begun with "the pretend game." The boys and girls drew slips of paper on which were written situations, such as: "Pretend that you are a mother shopping with your little girl in a big department store. Your child gets lost. What do you do?" The youngsters in the group would consult with one another before presenting their improvisations.

Naturally, their ingenuity and imagination varied greatly. During the enactment of the scene, the leader and the non-participating children offered encouraging suggestions when the pauses proved too long. The "audience" was frequently irrepressible in its remarks; it was hard for them to wait until the actors were finished.

A Characterization. Sometimes, the "pretend game" called for emphasis on individual characterization rather than upon a situation. Such a problem might be: "Pretend that you are a little lame boy whose friends ask him out to play, but he is not sure whether he should go, so they don't wait for him. How do you think he would act and feel?" The leader would ask questions to help the child in formulating his thoughts, in creating a background for his characters, or in expressing the feelings of the character he was portraying. The questions might have been: "What is the lame boy's name? Where does he live? Does his mother want him to play or does she prefer that he remain at home? Do you think she 'babies' him too much? Does he like to play with the other little boys? Do they wait for him to catch up with them when they are playing together?" Often, the result of such a discussion would be a narration rather than a characterization. The child, once his imagination was freed, would give the group a long and detailed account of the lame boy without showing character directly. Then the leader would explain that the group wanted to see the boy himself. "Let him think out loud, and talk to his friends and himself. Let us hear him. Don't tell us, but show us."

A Pantomime. At other times, the group did simple things in pantomime like getting up in the morning, brushing one's teeth, washing, and eating. It was interesting that, in recalling these everyday habits, many little actions were overlooked when done entirely from sense memory. The audience would help the actor to develop his sense of observation by pointing out what had been forgotten.

Dressing-up. One day the leader brought a box of assorted costumes to the meeting room. The children rummaged through it, and, donning their selections, made up a scene or characterization inspired by the clothing.

The leader encouraged the children to draw on their own resources and experiences for their improvisations. The tendency toward movie plots of an adult nature was prevalent. Those who had been in the Children's Theater showed great enthusiasm for reenacting the plots of plays which had been produced in other seasons. Dramatizations of favorite stories were worked out, too, although the age level of the children's selections was rather low.

Small Group Activity. At times, the leader would tell a story, and ask the group to dramatize it. These dramatizations were somewhat longer and some stage direction from the leader was necessary to regulate the confusing (albeit spirited) stage movement.

Sometimes the kindergarten children were invited to witness these performances, and their enthusiasm was most encouraging to the players.

Large Group Activity. One day when thirty children came to the meeting, a street scene was enacted. Folding chairs were used to make houses, with stores across the street. The children were divided into family groups. Some of the fathers owned the stores, others worked in them. Other familiar neighborhood figures were cast — the policeman, the landlord, the public health nurse. When the parts were set, all the children began talking at once. The leader worked this out by assigning numbers to each family group, and then they were able to take turns. This large group improvisation was very enjoyable to the children, and provided learning experiences in cooperation and planning as well.

Constructing a Play

On days when only a few children came to the meeting, the group would sit around a table and talk about "how a play is made." These sessions marked the beginnings of creative writing. The leader would ask what made a play move along. The children concluded in simple language that a play contained a number of steps which led *up* to a high point. There it stopped and the characters and the audience were not sure of what would happen next. Once the outcome was shown, the steps led *downward* to the end. These discussions led to consideration of the structure of familiar plays and stories. Thus a sense of building scene by scene was achieved.

By this time, a holiday was drawing near. The leader told an original story, related to the holiday, simply and briefly. The children added ideas of their own, and the completed story was broken down into scenes. The children improvised dialogue as they went along. Finding the right words was not always easy, and the leader helped with this in order to avoid repetitions. Gradually stage action was added. Many different children would play each scene, and comparisons were drawn by the group. In this way, all the children became familiar with each step of the play. The result of this was that when dialogue seemed to lag, some other character could pick it up. The play was presented as part of the Settlement's holiday party. Since the dialogue had never been written down, there was occasionally some forgetting, and it was not easy for the children to improvise under the tension of an actual performance. This was the group's first experience with putting the new method of work on the stage, and for this reason, it was an important learning experience.

The value of the approach showed itself again when the formal dramatic group was producing *Aladdin*. The children of the informal group were asked to be the mob scene. The children improvised the entire story, and later on, began to accent this particular scene. When the entire play was produced, the spontaneity of the mob's improvised dialogue was quite refreshing.

The Real Thing

When about fifteen children were rather steady in their attendance, the leader began work on the large project for which she had been preparing them. She brought to the meeting room several pamphlets from the National Child Labor Committee,* and told a composite story based on accounts of the actual experiences of migrant families. The description of these people's work, problems of living, of attending school, of traveling about in an old jalopy, caught the imagination of the listeners. As they began to act out the story, they asked questions of fact which the leader answered. She tried to help them see how the migrants' problems were similar to or differed from the children's own life situations. After several dramatizations the group began to narrow its activities to the story of one particular family. The story was broken into scenes, and the scenes into episodes, so that a definite movement in the play was outlined. All the children took turns playing the different roles. Sometimes, instead of dramatizing their story, the group talked about the problems they were depicting. Rehearsals soon began

(Continued on page 610)

The description of a method of program-building given here was prepared by Florence M. Rosenblum from a report by Esther M. Nighbert. It is reprinted from *Program Aids*, a quarterly publication of the National Jewish Welfare Board and is used in RECREATION by permission.

* Pamphlets could be used around any subject in which the leader wanted to interest the children—the living conditions of Jewish children or adults in Europe or Palestine, for example.

The Therapy of Play

By NINCIE CURRIER
University of Virginia Hospital
Charlottesville, Virginia

TWO HUNDRED years before the Christian era in the land of Egypt, temples raised to Saturn saw the earliest experiments, perhaps, in the use of recreational therapy as a treatment for those illnesses which — having their seat in the "spirit" of men — were called "Melancholies." Nearly three centuries later Galen spoke of the value of recreation to the mental and physical health of mankind. The first swimming pool was a Roman reservoir. In more modern times Pinel used work-through-play as a health treatment. In revolutionary America Dr. Benjamin Rush emphasized the need to relax if the strains induced by "normal" tensions were not to create "abnormalities." The idea of the therapy of play in the treatment of diseases is not apt to disprove the old adage testifying to man's inability to create new things.

Most of us take health—mental and physical—for granted. We eat badly. We stand like overloaded ashtrays — shoulders humped, chest collapsed, backs screwed into pretzels. We have inhaled about a third of the oxygen we need for so long that we get dizzy if we draw a few good deep breaths. Too often we fall sick—of mind or of body. Our bodies feel like broken bed springs. Our minds are void as an empty room.

None of this need be. The constitution a child brings into the world is, more often than not, less important than what he does with it. Observe how many people with serious physical handicaps excel in many ways. The deaf learn to play games. The paralyzed have participated in recreation programs. The armless and the legless have learned to take a normal part in everyday living. Once I watched the progress of a man who had lost his leg. One day he was deeply depressed, bitter, wistful, holding on to a wire, balanced on one foot while he tried to play "catch." A week later he was in a calisthenics class, doing squats and lunges and deep knee bends with the best of them. Class over, he danced a jig —literally—with both feet. Before he left the hospital he was square dancing.

Recreational therapy is not a new thing under the sun. Its roots can be traced as far afield as Egypt and as far back as 200 years before the Christian era. In latter years, however, the therapy of play has been sometimes overlooked by the medical profession. Play as a re-creative process is coming now into its own as Mrs. Currier demonstrates out of her experience.

The healing process is implied in the very word re-creation. Recreation can give refreshment to the mind and the spirit and the body. Recreational therapy, prescribed by doctors and conducted by leaders carefully trained in values and processes, and possessing in no small measure a share of the *quality* of leadership, provides an objective type of treatment for certain kinds of illnesses.

In an article for *War Medicine,* Major Shulack cites three goals of recreational therapy: to arouse interest, courage, and the reassertion of self-confidence; to exercise the mind and the body; to overcome social disability. To these may be added two others—the return to industrial usefulness and the avoidance of physical and emotional deterioration. To gain these goals, all the varied forms of recreation familiar on the playground or at the recreation center can contribute.

Calisthenics and Play

Through calisthenics and play, patients gain in physical and mental stability. These activities help repair tissue, restore functions to joints, increase the blood supply. At the same time they develop concentration, coordination, cooperation and responsibility and give the patients a chance for greater self-expression.

In a very real sense the essential characteristic of life is activity—no muscles, no motion; no motion, no emotion. Calisthenics and games are a means of building back that essential characteristic where it has atrophied through disuse or been lopped off through accident or disease.

Sometimes a very miracle seems to be wrought through the medium of play. There was, for instance, a patient who had a serious mental disturbance. He kept both hands close over his mouth, "to keep the holiness in." One day it was suggested to him that he walk the balance beam. Nobody mentioned his hands, but very soon his arms were out shoulder high as he balanced himself in his precarious passage. He

(Continued on page 604)

Courtesy Mrs. D. W. McNamara

WORLD AT PLAY

Backyard Skating Rink

A SECTION of a backyard in Altona, New York, used as a sand area for children to dig in during warm weather, in winter is turned into a skating rink. Late in the fall the area, which has a one foot embankment of soil, is smoothed over preparatory for spraying. The spraying is done by a hose attached to a faucet in the kitchen sink.

Honors to a Radio Program

A RADIO PROGRAM has been sponsored and conducted each Saturday morning during the past two years by the Recreation Department of Mobile, Alabama, with the generous cooperation of Radio Station WMOB. Children from the various Playgrounds and Recreation Centers participate in a thirty minute program. It has proven highly successful and boasts of a listening audience three and one-half points higher than programs generally considered worthy of commercial sponsorship. This program has given hundreds of children their first experience over the radio. It has also kept the people informed of public recreation services.

American Camping Association to Meet

THE American Camping Association announces that its National Camping Convention will be held at the Hotel Statler, Boston, February 13-15, 1946. The theme of the meeting will be "The Contribution of Camping to Social Progress." Those interested in attending the meeting may secure further information by writing Roland Cobb, 468 Newberry Street, Boston, Massachusetts.

Music Shells as Living Memorials

THE suggestion comes from the Music Council of America that in planning living memorials thought should be given to providing buildings to house a community's music program. This might be a music pavilion, a band shell or some similar building. The Council will be glad to send to anyone requesting it a brochure on Music Memorials with plans for a number of types of shells and pavilions, and suggestions for procedures a community may take to procure a memorial of this kind. Requests should be addressed to Mr. Jay Kraus, President, Music Council of America, 3633 S. Racine, Chicago 9, Illinois.

Recreation in Vermont—Last spring the bill to continue the Recreation Advisory Committee for the next two years was passed unanimously. The service is to continue as a community war service under the Council of Safety, with a biennium appropriation of $12,000. Mrs. A. O. Brungardt is State Director of Recreation with an office in the State House at Montpelier. Montpelier voted a five cent tax for recreation and Brattleboro and Rutland each voted ten cents.

Oklahoma City's New Areas — Oklahoma City's war memorial will take the form of a seventeen acre soft and hard ball field with stadium and community center. Under the sponsorship of the city's service clubs, $25,000 has been raised by public subscribers to buy the area.

Postwar Planning in Tulsa, Oklahoma—On November 20, 1945 the citizens of Tulsa voted $7,000,000 in negotiable five to twenty year bonds as part of the postwar program. $300,000 of this has been requested for parks which will be modernized. Many of the existing facilities which are obsolete or worn out will be replaced. A few of the improvements being considered are a new east side swimming pool, boys' camp site, the surfacing of existing tennis courts with concrete and the building of ten additional courts; open air dance pavilion, the rebuilding of existing softball fields, the construction of two additional lighted fields and two junior baseball fields.

Dr. Philip Seman Retires — Dr. Philip L. Seman, General Director of the Jewish People's Institute of Chicago for the past thirty-two years has retired to devote full time to writing and to advisory activities in the field of social service and leisure time. Recreation workers know Dr. Seman best as Chairman of the Chicago Recreation Commission, an appointment he received in 1934 when the commission was established.

A Tribute to Joe E. Brown — December 7, 1945 was Joe E. Brown Day in Toledo, Ohio, and from morning till night, the famous comedian was feted by many organizations in his native city who came together to honor him as an actor, sportsman, author and a great American. More than sixteen honors and awards were presented to Mr. Brown during the day which started in the morning with the University of Toledo awarding him an honorary degree of Master of Arts.

Tribute was paid to the war work done by Mr. Brown in traveling more than 200,000 miles to entertain troops.

As a boy, Joe E. Brown was a member of the Toledo Boys' Club, one of the organizations which gave him an award. In his general speech of acceptance Mr. Brown referred to the fine work of the club. He said that in his opinion there is no such thing as juvenile delinquency but that there is parental delinquency. This he followed up by saying, "I want to plead for more playgrounds, more places to play under decent supervision."

Same Old Problem—Good Pictures!—The Union County, New Jersey Park System in preparing to publish its twenty-fifth report which will appear in 1946 has sent out a call for any good photographs taken in the Union County parks. In particular, it is pointed out in *Our Parks,* the need is for action shots of any sport, landscapes in any park, picnicking scenes and scenes showing wild flowers in bloom, interior views of the trailside museum, and pictures showing the deer on watch on reservation. Payment will be made for any glossy print chosen.

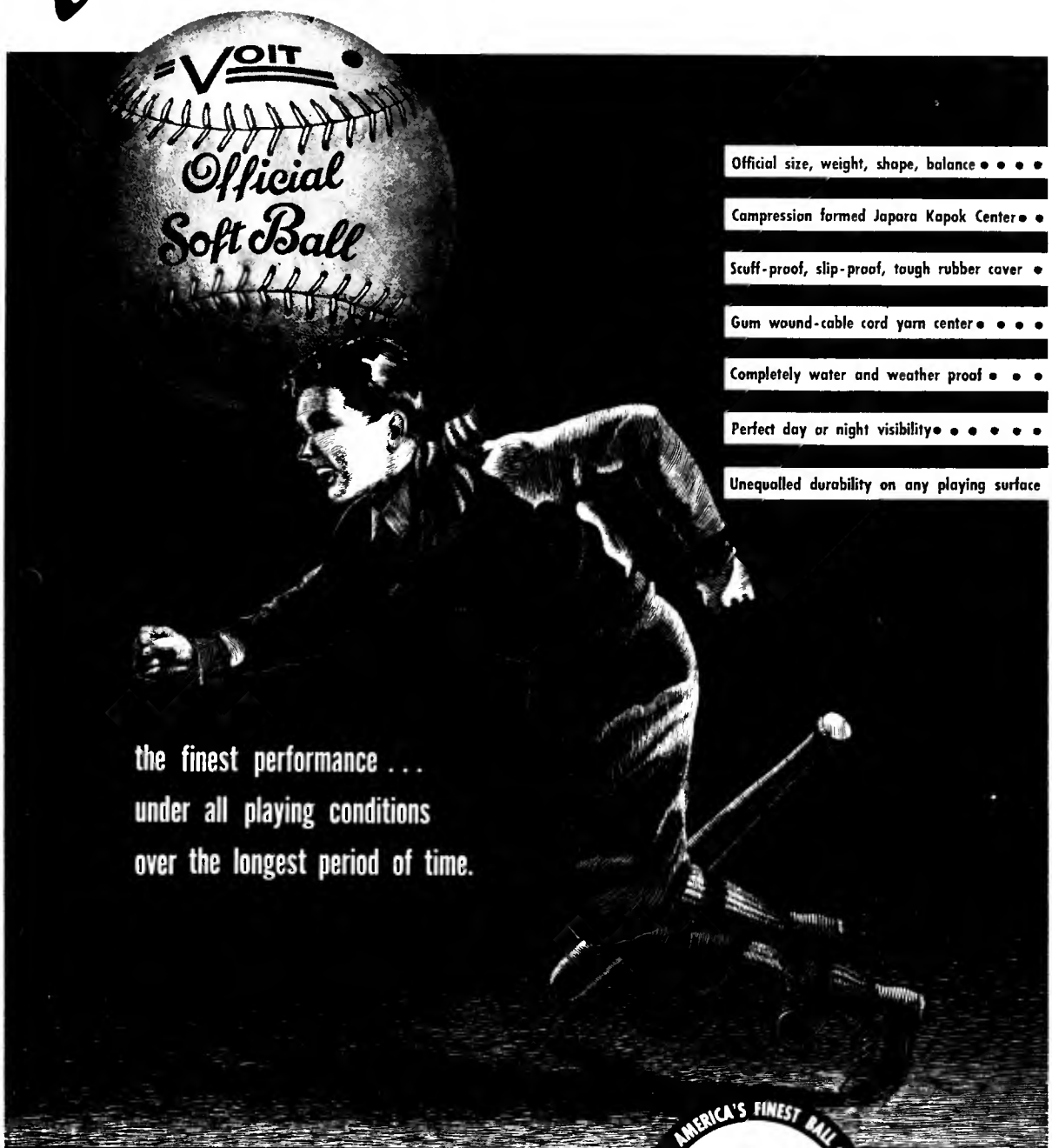
It will be interesting to know the results of this appeal to Union County amateur photographers.

In One Small Community — Hanford, California, under the sponsorship of the Hanford Youth Council has taken steps to put on a campaign for an adequate program of recreation and an increase has been secured in the city budget for the year-round program. A full time director has been secured and supervision of the two city parks has been turned over to the department of recreation appointed by resolution and composed of two councilmen and three citizens.

Los Angeles Youth Has a Large Share — The Recreation Department of Los Angeles is conducting a total of 779 teen-age group meetings regularly at the playgrounds, according to a recently completed survey. Of these, approximately one-third are boys, one-third girls and the rest co-recreation groups for both boys and girls. In addition to the municipally-sponsored youth clubs, hundreds of other youth clubs sponsored by private youth agencies make use of the city's playgrounds. A study showed a total of 31,180 young people in organized clubs enjoying the city recreation centers, with many more among the unorganized users of playgrounds.

Teen canteens are flourishing at many of the recreation department centers, and athletics, social

Another VOIT HIT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activity, hobbies, arts and crafts, music, dramatics and many other forms of recreation are attracting young people to the playground.

Little Rose Bowl — Youngsters, 250,000 strong, take part each year in a year-round sports program in Los Angeles, California. Month succeeds month in a procession of touch football, basketball, softball and hardball, culminating in a grand finale on Youth Day. On this day participants and spectators stream to what has come to be known as the "Little Rose Bowl" whose highlight is the competition by four teams in the junior and senior touch football championships. Each youngster who participates in these games receives from the Los Angeles Junior Chamber of Commerce for his personal use in the coming year an official rubber-covered Voit football, cherished memento of a grand occasion in his life.

1946 Boy Scout Week—"Scouts of the World —Build Together" is the theme of Boy Scout Week to be held February 8-14, 1946. Among the events planned are games and activities of an international flavor, winter sports and hiking, demonstrations of scouting, and appreciation dinners and pot luck suppers at which returned servicemen will be given recognition.

Further information about the week may be secured from Boy Scouts of America, 2 Park Avenue, New York City.

A New Community House for Augusta—A new $17,000 Community House erected in May Park, Augusta, Georgia, has been dedicated to the city's mayor. The building includes an assembly room, office, kitchen, storage room, heater room, rest rooms and showers for boys and girls. It is constructed of brick and tile. From—*News of Recreation in Georgia,* Georgia Recreation Association.

From President Truman—President Truman in a brief radio address on October 2, 1945, spoke of recreation as one of the agencies that helps determine the quality of living in the community, indicating that he considered this and other such services something from which everyone in the community benefits.

Falls to Christies

(Continued from page 587)

lege park and down over Dewey's hills where the school divides into small groups according to size and ability. Class instruction lasts about an hour and a half and we ski back home for lunch. After lunch there is an hour's siesta horizontally on bunks in the bunk rooms. This means everyone, including the instructors.

The rest period over, we go out for a ski hike and home early to skate or play in the Ski Hut. Dinner is served at five-thirty which leaves us a long evening for ski movies in the Ski Hut, first aid lessons and tall stories.

The program for the second day follows the first with the youngsters skiing as much as they want. On the third day the School goes off "on location" to a Dartmouth Outing Club cabin where we cook lunch and, if weather permits, come home with a farmer who calls for us and drives us back to the Inn in a pung.

The third day we start practicing slalom running for the races. This is a controlled race and makes the youngsters use the turns they have learned. There are a few races that afternoon and "stunt night" that night. Everyone presents some sort of entertainment either alone or with two or three others. Jokes, tricks, short plays, songs and charades are appreciated by the audience.

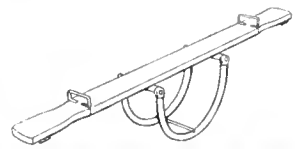
The fourth day races are held for everyone according to their proficiency. The relay teams are a mixture of beginning and advanced skiers and provide a very exciting finale. At the skiers' banquet the last day of the Ski School, prizes for all events are awarded and the School pins are presented. The final morning is purposely left free so that the youngsters can enjoy skiing for pure fun. The instructors are on the hill and will help individuals but there are no formal classes. Afternoon trains from White River Junction return the children to either Boston or New York early in the evening.

Eating and Sleeping Arrangements

Meals are carefully planned with emphasis on green vegetables, fruit and milk. The entire school sits together at large tables and the ski-schoolers have always been enthusiastic about the food.

The two top floors of the Inn are turned over to the School and the ski instructors sleep in the bunk rooms acting as counselors. The "skiing" trained nurse, ski teachers, counselors, and director take personal charge of all the children.

The Inn is comfortable, warm and safe for the youngsters. The main building is protected by a Grinnel sprinkler system and the wing is fireproof construction. Ski School fire drills are part of the



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tradition and seem to add to the excitement of coming to Ski School.

Skiing, like horseback riding or bicycling, can easily involve accidents. Every care is taken not to let youngsters try anything beyond their capabilities, but a sprain or a pulled ligament usually occurs during the Ski School period. The hurt youngster is immobilized on a first aid toboggan, covered with blankets, and taken to the Hitchcock Hospital Clinic where the injury is diagnosed and usually X-rayed and the hospital charge is forwarded direct to the parents. The percentage of injury is about one to thirty children, and in eight years there has been only one broken ankle.

Speaking of Equipment

"IN THE SPRING we installed some play equipment for the children other than the standard swings and slides. An old five-passenger Ford, with the top down, which we painted in bright colors and placed in concrete so it couldn't be moved, was put on one of the playgrounds.

"We certainly found that it was used all summer long—many times we would find twenty or twenty-five children in it. One day I saw a little boy no more than five or six years old, sitting behind the wheel with his mother sitting beside him. I didn't inquire where they were going, but I'm sure it must have been quite a tour from the expression on their faces!

"Later on in the summer we were able to purchase six airplanes from the Army depot for $50.00 apiece. They were not to be put in use, for as you know, there was a cut in plane production about that time. These were put on the playgrounds. The afternoon the first one was installed it was literally a beehive of children—they were all over it. I spoke about the crowd on the plane to the director and she said, 'You'd better come on over and look inside.' You've heard the old saying 'packed in like sardines.' That's how they were inside of the plane. There were Paratroop Jumpers, Pilots, Gunners, Navigators, Bombardiers, everything.

"The planes also drew quite a few souvenir hunters. We had a time explaining that they had not been in battle; that they were simply frames that were not going to be used. On one playground the souvenir hunters really demolished the plane, but that all went in the summer fun and I think the labor of putting them up and the small amount of money involved was more than repaid by the fun and happiness they brought to the children who played on them."—From *Minnie Wagner,* Superintendent of Recreation, Memphis, Tennessee.

Britain's Postwar Playgrounds

GREAT BRITAIN is much concerned about its postwar parks and playgrounds, according to the mid-February 1945 issue of the *Ontario Parks Association Bulletin*

For several years England and Wales have had a Standing Committee on National Parks. In 1942 a collateral council for Scotland was established, and now no fewer than thirty-three societies, each concerned in one way or another with the promotion of outdoor life and the preservation of areas for recreation, are represented on the council.

The general objective of the national parks movement in Great Britain is first, that a sufficient number of extensive areas carefully selected from the unspoiled, wilder country shall be strictly preserved and specifically run as national parks; and secondly, that the remainder of this virgin country shall be regarded as a reserve for further parks in the future and any other developments of other kinds in these regions shall be allowed only if they are essential to the public interest.

Great Britain has a strictly limited amount of unspoiled wild country, and there have been many encroachments upon it. Nevertheless, the country's total area of approximately 100,000 square miles includes nearly 30,000 square miles of mountain, moorland, hill pasture, forest, heath, downland and rugged coast line. Omitting small isolated regions unsuitable for the purpose, nearly one quarter of the whole country has possibilities for national parks projects.

Britain's national parks now under consideration are not to be confused with her national forestry parks, although some of the latter do serve in the former capacity to a limited degree. A national forestry park, as conceived by the British authorities, is an extensive forestry commission property primarily established and run for forestry purposes but to which public access is allowed and even encouraged.

Such areas, however, are not substitutes for national parks. The broad purpose of the national parks plan is to organize the preservation and development of the projected playgrounds on a national basis. Though a great deal has been done to preserve "beautiful Britain" by voluntary and

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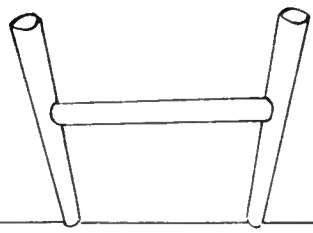

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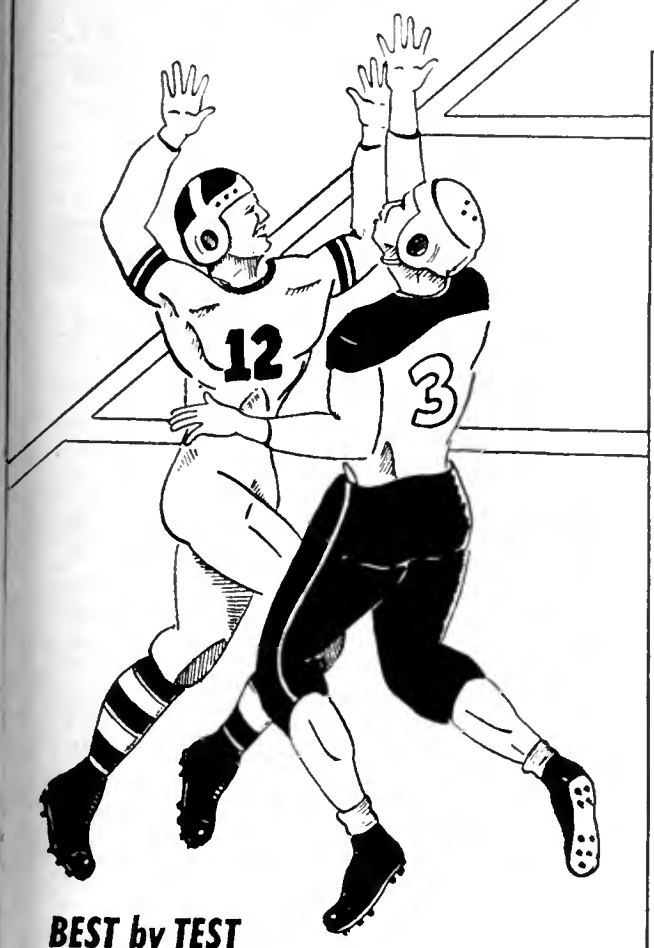

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local organizations, it is considered that the provision of effective national parks must be a national concern supported financially by the government. Areas already preserved by voluntary enterprise would form a satisfactory basis for these government-financed parks.

The case for the establishing of these playgrounds on a national basis has been well put by a writer who declared:

"No revolutionary measures are necessary; the foundations are already laid and the edifice can be built. The communal spirit which the war has fostered in Great Britain should not be allowed to die. The natural beauties of Britain should be shared by the community."

The inclusion of these play areas in the plans for a better Britain is a fitting tribute to the Empire unity which war has cemented, and the eventual implementing of these ideas in the mother country will serve as a memorial to that unity.

The Therapy of Play

(Continued from page 596)

walked the beam sixteen times, then went on to shoot five basketball goals before he remembered about the holiness left unguarded. This was the beginning of a return to a normal way of thinking.

Music, Dancing, Dramatics

What muscular activity is to motion, the arts of music, drama, the dance are to emotion. Music speaks its own language. Dancing develops important values through its patterns of rhythmic motion, its gaiety and companionship. Dramatics takes the participant out of himself, gives him the chance to work off tensions and pent up emotions. The individual loses himself in the fictitious situation with which he is identified and experiences the catharsis of his emotions that "the play" brings.

All these are healing activities for the mind overburdened with real or imagined problems. Bands and glee clubs, symphony hours, whistling or harmonica "bees;" ballroom and tap, country and square dancing; puppets and marionettes and charades and short plays have all a part to play in helping the mind groping in darkness to find its way back to a more normal luminence.

Gardening

The "good earth" has its own healing properties, and gardening takes a place high on the list of restoratives in this therapy of recreation. It is not always easy, however, to provide a garden for hospitalized patients. At one hospital ingenuity has found a way to bring the fields indoors. A part of the play roof furnishes the garden plot. Old wine barrels are the plant beds. A spigot and hose have been installed by the hospital shop. Plants come from a near-by greenhouse.

Small Games

The desire to fill an empty space with the right piece of a puzzle has sometimes been the first indication of returning interest in the everyday world, for the act is apt to lead to further interest that requires concentration and brings its own satisfaction. The ability to face and solve weightier problems may follow naturally. Checkers and chess. acey-doosey and backgammon and parchesi and dominoes and such paper games as battleship fill a need in the returning life of convalescence. Sometimes the timid hand needs to be guided at first by someone else in its groping among the chessmen or the puzzle pieces. But it is not long, once the initial step has been taken, before that help is not needed any more.

Parties and Outings

High days and holidays are peculiarly welcome in a hospital. They fill an important recreative function because they bring warmth and friendliness where they are often sorely needed, a feeling of belonging to the mind so lately isolated by its own suffering, a diversion from the routine of days too much like one another.

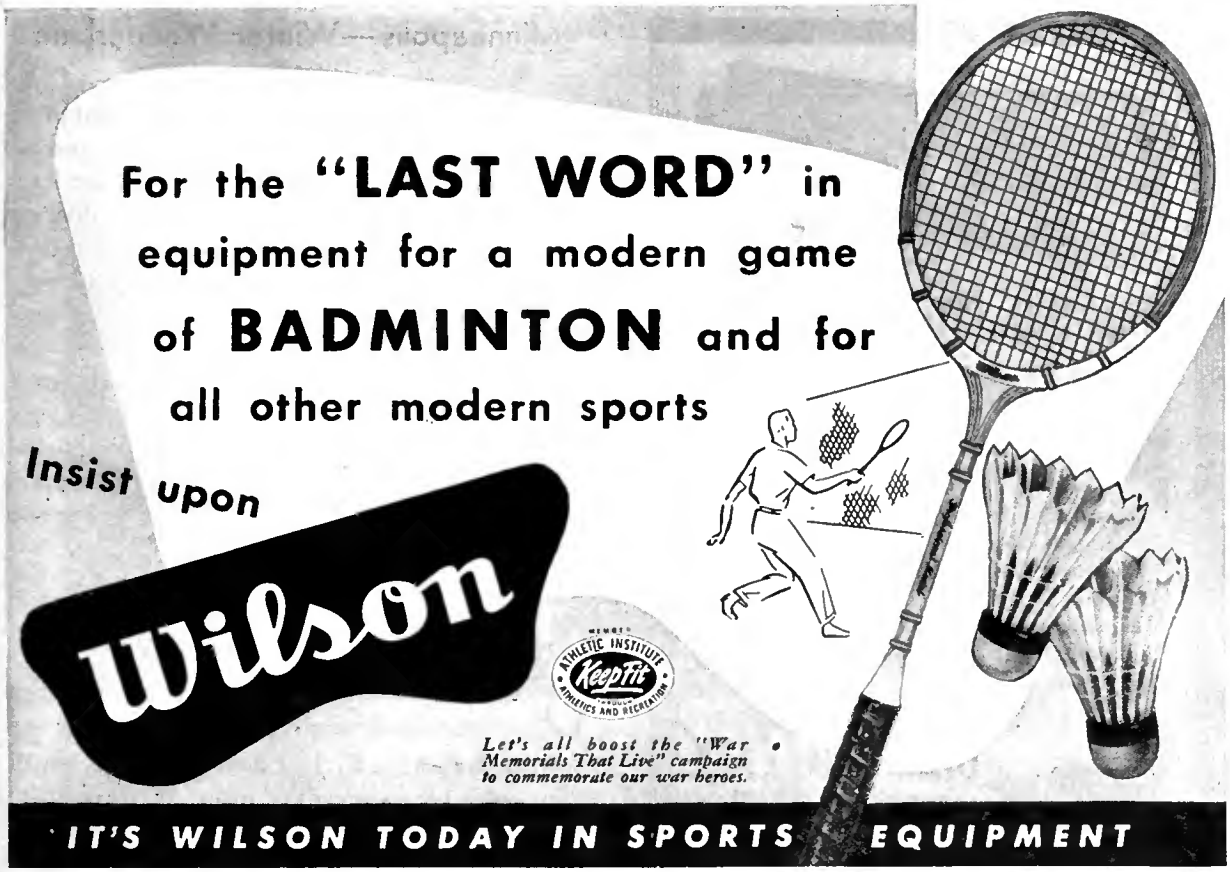
Parties are gala affairs — looked forward to, planned for, gossiped about for days in advance. Outings for sightseeing, for community concerts or dramatic performances of "local origin" bring the convalescent into vivid and positive contact with the world outside the hospital's walls. Movie nights are always greeted with enthusiasm if the films to be shown have been carefully chosen.

All these things help the patient learn to carry his load in the best possible way. They have proved themselves many times as aids to the reorientation of mind and body which is the process of recovery. They are not panaceas. But neither are they "flash-in-the-pan" experiments that can be laughed off as the maunderings of a crackpot. Like radio, it "seems recreational therapy is here to stay."

Your Library Gives You Away

(Continued from page 572)

The librarian remembers that in the depression books on economics were particularly desired.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During the depression, too, more people read, for with increasing unemployment more and more people spent their time in reading. During this period fiction led all other types of books.

The first World War produced few books in comparison with the number of novels and non-fiction coming out of the second World War. There seem to be many fluent, articulate people nowadays.

Since V-J Day books containing plans for houses, giving their cost, describing the materials needed and appropriate landscaping are most popular. Families who have been crowded into inadequate apartments and the small war housing projects are eager to build their own one-family homes. Books concerning returning servicemen, how to treat them and how to help them make their adjustments are coming into the focus of public interest. Books about the making of the peace and world government are being more and more widely read.

Manchester people are definitely in favor of a "one world" which will squelch aggressors and do away with the prospect of war. This town has more than 100 gold stars on its honor roll. These gold star families do not want another war.

The Children Too

Besides reflecting the taste of the grown-ups in your town, the library also reveals the interests of the children. Children are picture-minded these days. They don't seem to care whether the text is too old for them or not as long as a book has pictures. But children still like a good story. The standard ones are still read. Louisa May Alcott and Kipling are high on the children's list of favorites, although the library does have enough modern books as well.

Fighting stories, stories about the war, are eagerly devoured by the children. Any book about the Army, the Navy, or any of the services receives a welcome from the children because they have brothers in the service and hear conversations about the war at home. Children frequently reflect in their reading the tastes of their parents. All of them are interested in mystery stories which are also popular with adults.

Manchester children show a great deal of interest in nature stories. They like to read about trees and birds, wild animals and domestic ones. Career books are popular with the older youngsters. They like to read about nurses and other professionals. They also like to read books that tell them how to

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make things. Although for a time the movies and the funny books challenged the popularity of other books, the children always seem to come back for a good story.

The library in your town, as well as in the town of Manchester is more than merely another house in town, for, being a house for books, it is the home of your living interests and the living interests of your neighbors.

Fun on Skates

(Continued from page 592)

Henie, Sonja *Wings on My Feet.* Prentice Hall, New York, 1940.

Ice Dances U. S. Figure Skating Association, Boston, 1940.

Putnam and Parkinson *Skating.* A. S. Barnes, New York, 1939.

Vinson, Maribel *Primer of Figure Skating.* McGraw-Hill, New York, 1938.

Vinson, Maribel *Advanced Figure Skating.* McGraw-Hill, New York, 1940.

Minneapolis—Winter Wonderland

(Continued from page 590)

four different age divisions in both boys' and girls' classes to give every boy and girl a chance to compete against skaters or skiers of his own age level and ability. These divisions are: Midget division—thirteen years and under; Junior division—fifteen years and under; Intermediate division—seventeen years and under; and Senior division—eighteen years and over.

The Recreation Department of the Park Board plans to add more recreation facilities in the winter sports season of 1946-47 when additional money which was allotted to the Park Recreation Department by the last session of the Minnesota State Legislature becomes available.

Library Movies

DOES YOUR PUBLIC LIBRARY give free showings of documentary films?

The Montclair, N. J., Library is a very small film outlet yet its steady showing of films in its small auditorium (twenty seats) has given it a reputation in town for strong film interest. It is called upon for advice as well as for the showing of films by groups wishing to come to the Library to see them, and for the loan of Library-owned films for showings elsewhere.

During the first five months of this year, sixty film programs at the Library showed thirty-two different films to 884 persons. Since several of the programs carried more than one film to the same audience, the total viewings numbered 1,111.

Children far outnumbered adults in these audiences. The most regular programs were those given particularly for children on Saturday mornings. One nursery school for colored children came to the Library a number of times to see films, and other school groups and Scout Cub groups also asked for programs. For this reason films of especial interest to children were prominent among those purchased and among those borrowed or rented. "Three Little Bruins" and "Homelife of the Hummingbird" were the Library-owned films most popular with the youngest age group.

The older children, who came to Saturday morning showings by themselves rather than with the escorted organized groups of Cubs or school classes, preferred war films to any others, but were shown, and enjoyed, many educational films,

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especially those picturing foreign lands. "Target for Tonight" and "Desert Victory," both Library-owned, were asked for repeatedly by the older boys, Saturday after Saturday Films borrowed or rented for this group included "Life Line of a Nation," "Swim and Live," "Fortress of the Sky," "Tank Destroyers," the "Burning of the Books." Other films, chiefly introductions to foreign lands, which the intermediate children saw, included "Children of China," "Men of the Maquis," "Along the Great Silk Route," "Wealth of the Andes," "Alaska Highway," and many similar pictures.

The Library showings for adults were for the most part war films or Red Cross films shown to Red Cross workers as part of their training in first aid or nutrition. Some adults came to the showings of foreign films, especially for two on France.

These films (except those for Red Cross, Cubs, or other special closed groups) were announced the Thursday before showing in the local weekly newspaper. A sign was often posted on a Library bulletin board giving the announcements. When a showing was about to start a library attendant often asked any "public" who were in the building whether they cared to go down to the auditorium for a showing. Those who had time—especially the leisured elderly—often did.

During this particular period no army training films were shown to soldiers, nor were any films with industrial or personnel bearing shown for business or industry groups, though such showings were among those arranged during earlier periods.

There was no charge to the audience, of course, for any of these showings. The Library's book

A First Sign of Spring

1946 YEARBOOK

dealing with the

Status and Function of Supervision

The Association for Supervision and Curriculum Development 1946 Yearbook, *Leadership Through Supervision*, comes from the press this spring. This book presents a broad picture of supervisory duties and their relationship to the total school program and the community.

Various chapters of the Yearbook are written by leaders in education under the co-editorship of Lelia Ann Taggart, director of education in Santa Barbara County, California; and Fred T. Wilhelms, assistant director of the Consumer Education Study of the National Association of Secondary School Principals, NEA.

The Yearbook is received automatically by ASCD members as a part of their membership. Non-members may purchase the volume for $2.

Association for Supervision and Curriculum Development, NEA

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fund, and other non-tax special funds, served to cover the rental, purchase, and shipping costs—which were minimum.—*Dorothy Waugh,* Montclair, N. J., Library.

Nothing New Under the Sun!

"AS A SELF-EXPRESSIVE movement the young people of the Philadelphia Slow Club have developed faster in self-managed groups than with directed clubs. It is curious, however, to note that the young people have never attempted to exclude older people from their meetings and most of their dances and hikes have had invited chaperones.

"The organization meetings and rallies of these chapters have been enthusiastic affairs and over 70,000 young people of all ages have attended them and listened attentively to the ideals of saner living presented, not by lectures, but by young speakers and people with a youthful point of view.

"They have played games at their meetings and have had song-fests but they are better when they are led by the young people themselves. In fact, the city-wide executive committee of young leaders has developed song leaders' and play leaders' institutes themselves in order to teach those of their own number who are showing leadership qualifications.

"Now, there will be many directors of social agencies who will ask, 'Why doesn't this happen naturally with the young people in our clubs?' The answer is, 'It will if you study their point of view and relegate your leadership to the background where it belongs.'

"We are rapidly learning that the Slow Clubs cannot flourish on sociability alone. The dancers drop by the wayside. A 'date' breaks the continuity of their attendance whereas if there is an interesting program on hand at the Slow Club they take their 'dates' along to the meetings.

"At the present time the movement is entering a new phase with the development of special groups interested in particular activities. For instance, there is an Art and Sketching Chapter composed of fifty members especially interested in the study of art. They meet at the Graphic Sketch Club where they are provided free instruction in free-hand drawing and also lectures on art and frequent trips through the art galleries of the city.

"A Talent Chapter has organized in a library clubroom for the special study of poetry. Each member brings his or her own verse to read and to be discussed by all those present around a table. They have issued a mimeograph volume of their poetry and are now conducting a prize contest for the best original poem read at the meetings.

"Then there is an intermediate chapter, for older young people between the ages of twenty-five and thirty-five. The average age of the Slow Club membership is around twenty years and the older ones feel out of place in these younger groups. The older people have also swung into line with a Social Club for Older People, which has held old-fashioned dances with much success.

"Perhaps the most curious group, from a social standpoint, is the Tall Chapter which meets weekly at the North Building Y.M.C.A. This is composed of young people of unusual height who feel shy when dancing with shorter partners. To the astonishment of everyone the 'Tall Ones' turned

out four hundred strong and they are now one of the most thriving chapters in the group.

"Then there is a special dramatic and literary section, an informal group meeting at a women's club in which everyone takes part in the program. Under the tactful leadership of an experienced elocutionist everyone comes to the meeting with a short 'stunt' which is received with much appreciation, entertainment and amusement.

"Another interesting phase of this movement is the number of original plays written by the members and produced entirely by them. It is the spirit of the movement to do things in double-quick time. A play written one week will be produced at the next meeting with the audience roaring at the mistakes made by the young actors. The dramatic groups usually start off with a minstrel show, then a brisk musical revue and finally a more serious sketch or play."

These are extracts from an article entitled, "Slow Clubs—A New-Old Idea for Recreation" by George F. Kearney which appeared in the May 1927 issue of *The Playground,* now RECREATION.

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Minimum Scenery: a Brief Discussion

(Continued from page 593)

realistic in style, the doors, windows, or garden walls should be life-like in general effect. A flimsy cardboard door may be a trifle less inappropriate when minimum scenery is involved but there is nothing to keep you from making it as solid and substantial as it would be in reality. In the case of a fantasy or romantic play, the elements of the setting should be frankly unrealistic and in keeping with the spirit of the play. The period of the play should be expressed in architectural detail. Most important, the mood should be conveyed: light and warm tones for comedy; darker and colder tones for tragedy. The principles of design are the same as for regular settings. The only difference is that you can use somewhat brighter colors since the areas to be painted are usually smaller and the actor's face is seldom seen against the background of the setting itself.

But what keeps the audience from seeing backstage, if the setting is kept at a minimum? It is not too serious if they do. Hiding the backstage areas is one of the lesser functions of scenery. However, the usual practice is to hang draperies at back and sides, just beyond the setting. This may be in the form of a cyclorama surrounding the setting on three sides, or it may be in the form of a backdrop with wings. The latter is preferable as it facilitates the masking of entrances at the sides and the draperies are less in the way on scene shifts, but it requires a bit more material and more off-stage space at the sides. If the cyclorama form is used, slits in the center of the back curtain and the two sides should be provided, with plenty of overlap. The best color is dead black but others will serve. The darker and more neutral the tone, the better.

An early attempt at reducing the amount of paint and canvas required for amateur scenery was the use of drapery settings. Door and window frames were placed in openings in the curtains and a very inexpensive setting resulted. Such settings were never very satisfactory. The audience was generally willing to accept the convention of curtains representing walls (although it was disconcerting when we hung pictures on them to break up the monotony of the drapery), but it was awkward to drape the curtains around the door and window frames and we had to use the same drapes for different plays. The use of drapes with modern

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minimum scenery seems somewhat similar but it is entirely different in principle. We do not use the drapes to represent anything else, not even the sky. Nor do they define the acting area; this is done by the minimum setting itself. The function of the curtains is to act as a barrier to sight and to form a neutral background for the actor's face. Incidentally they serve to keep unwanted light from being reflected back onto the setting, when we have a dark scene or want to light up only a part of the stage. It is for these reasons that the curtains are preferably black. We think of black as having a somber mood value, but when a colored object is placed in front of it we naturally attend to that, and the black area, no matter of what size, has no psychological effect. The drapes may touch the setting at a point or two where they have been pulled over to mask an entrance but they should never seem a part of it. Their normal position is several feet back of it.

In most exterior scenes the sky itself is unimportant and will not be represented but when it is significant, as in the case of storms and sunsets, the back drape will be omitted or simply opened to disclose a conventional sky cyclorama or painted backdrop. This should be as far back as possible and lighted separately from the foreground.

A properly designed minimum setting does not seem a makeshift. Its omissions in representation are deliberate and not merely haphazard or expedient, as is the case with so many amateur settings. The significance of the setting to the particular play is clearly and forcefully expressed. Minimum scenery bears the same relationship to the conventional full setting that the artist's sketch bears to a fully detailed painting. We will linger over a painting; the sketch creates its effect quickly and simply. Minimum scenery is thus particularly suited to the one-act play and the multi-set long play. For the long one-set play, it is to be preferred, I think, to the stock set or the drapery set. In this case the selection of the essential elements should not be quite as drastic, and the effort should be made to secure large and varied acting areas.

The Children Write a Play

(Continued from page 595)

to follow a more formal procedure, in staging and movement. Dialogue was still improvised, but it very soon became necessary to "set" it. The children came for an extra session to do this job. The leader sat at the typewriter and the children dictated to her. Everyone remembered the dialogue as they went from scene to scene. The leader changed little of the wording, merely helping them to keep their phrases neat. When the script was finally complete, it was followed in ensuing rehearsals. This did not seem to make the procedure stereotyped; all the children knew all the lines, and their spirit of improvisation continued.

The last scene was the most difficult to formulate. The play up to this point moved along as a series of episodes depicting the life of the Jones family, in-migrant workers. Its message was implied rather than spoken. The last scene, however, had to reach a climax. The leader discussed with the children the meaning of the scenes they had already completed. "Now we know these things about the Joneses. . . . What do they mean to us, to those who will see the play? What do they mean to the Joneses?" The group decided that there had to be some future for people like the Jones family, and the opportunity to achieve the things they wished for. Finally, it was decided to have one of the Jones boys state simply the message of the play—the opportunity for education and growth for all.

The play was in rehearsal for almost four months of bi-weekly meetings. It was produced in the room where the children always meet. Props and scenery were simple, and the actors wore old plain clothing. There was no curtain. A strip of brown paper painted with strawberries, (the Jones family was picking berries in the play) marked the division between stage and audience. The leader sat with the other spectators, and when the actors paused or faltered, she made a suggestion

much as she would have had there been no "outsiders" present. The narrator introduced the play and the scene, and asked the audience to consider the social problem which the play presented.

In producing such a play, each child of necessity came to know a little more and feel a little more about social issues. But there seems to be a good deal more involved in this experience. The leader felt that many children began to come to the group who did not fit in elsewhere in the settlement. The shy ones and those with little talent for dramatic expression found the flexibility and informality of the program satisfying. All that children needed was the desire to participate. If skill were present, and could be developed, it was encouraged; if not, the child could still "go on playing." Those children who had little experience in any kind of dramatic activity seemed slow to respond. Their interest and need for dramatic expression was apparent and it was satisfying to the leader to draw them out slowly. It is not, of course, possible to measure the development and growth of each individual child during the experience. If their interest and enjoyment was any indication, then, certainly, a contribution must have been made.

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The Smoking Room Discusses Recreation

(Continued from page 565)

used in such experiments, and the integrity of the forces put to work on those materials, would discipline that independent thinking you were trying to stimulate? Isn't there a fidelity in the behavior of wood or steel that impresses one with its trustworthiness? If one drills it in the wrong spot, so it doesn't fit, isn't he forced to accept the blame himself, without alibis? Isn't his freedom in independent thinking disciplined by that proof that it must always relate itself to the laws that rule an orderly universe?

"And wouldn't you hope, too," he added finally, "that beyond those material experiments the experience of sharing ideas in working together with fellow craftsmen might help him learn some other lessons that don't involve materials? Don't you think that those experiences might help him learn how to deal with his fellow men as well as how to deal with material substances? Don't we need to make discoveries in that field, too? To invent new patterns for man himself, improved tolerances in human relationships, a better human society to use that better machinery which we hope to design for our future security? Do you realize that not one of you has suggested any additional competition where boys meet to combat each other? Haven't you been talking about exploring ways to stimulate and help each other? Don't you think that may be significant too? Just as we need imagination to design tolerances into machinery so it will not break under every unusual strain, don't we need a practiced imagination to design for more of give and perhaps a little less of take, in the re-tooling of our social machinery and its statesmanship, to adapt it to the overloads it will have to meet after this nightmare war?"

This started us on another phase of our impromptu smoking room discussion, and ended that part of it which was related to recreation.

It ended, at least, until I reached home and could follow through on some of its suggestions.

But that will have to wait for telling in another story.

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1201 Sixteenth St., N.W., Washington 6, D. C.

Friends Through Recreation

(Continued from page 585)

States Office of Education, Washington, D. C. (Recorded at 78 r.p.m. for victrolas and record players.)

Books Bring Adventure, Series I, "One World"

Thirteen book adaptations in dramatic form prepared by the Association of Junior Leagues of America. Available individually or as a series. (Recorded at 78 r.p.m. for victrolas and record players and at 33 1/3 r.p.m. for transcription playbacks.) Available from World Broadcasting Co., 711 Fifth Avenue, New York, N. Y.

5. Some Folk Festivals Held Annually

Mountain Dance and Song Festival, Asheville, N. C.

Annual Folk Festival, Cultural Olympics, University of Pennsylvania, Philadelphia, Penna.

Inter-Tribal Indian Ceremonial, Gallup, New Mexico

Festival of Nations, International Institute, St. Paul, Minn.

International Festival, Department of Municipal Recreation and Adult Education of Milwaukee Public Schools, Milwaukee, Wis.

Fall Festival of the International House, University of California, Berkeley, Cal.

Spring Festival, University of New Mexico, Albuquerque, New Mexico

Hull House Festival, Halstead Street, Chicago, Ill.

Bennington College Folk Festival, Bennington, Vermont

Wheeling Folk Festival, Oglebay Institute, Wheeling, West Virginia

Italian-American Folklore Society Annual Pageant, New York, N. Y.

The Wonder of Childhood Classes

(Continued from page 571)

advised also to turn to Mr. Thurber's book, "The White Deer," where he will find all the glamour of an old-time fairy tale, with all the overtones of a troubled, skeptical modern mind in a troubled, confused modern world.

And while I am on some recent instances of this special realm of gold, I suggest Robert Lawson's story, "Mr. Wilmer." Mr. Wilmer is twenty-nine, has for some years been a timid clerk in the office of the Safe and Sane and Colossal Insurance Company. One day he heard, unmistakably, the policeman's horse, whom he had been feeding sugar for years, complain out loud in so many stout words about the policeman. From that moment Mr. Wilmer's life was changed. It is worth reading how curious and gay and illuminating a career Mr. Wilmer's gift for talking with animals gave him in our skyscraper and publicity civilization. And, lest one think that good sense, tenderness, magic, the substance of children's books, are confined to England and America, the reader should be reminded of the exemplary fusion of these excellences in St. Exupéry's "The Little Prince."

All the books mentioned herein have an additional dimension for adults. For mature readers they become ironic parables, and evoke a nostalgia besides for a childhood long since gone. But if adults gain in reading pleasures unknown to the child, they lose, too. As grown-ups we never go through the looking-glass quite completely. We substitute, à la Coleridge, "a willing suspension of disbelief." We are no longer

> The dream child moving through a land,
> Of wonder wild and new,
> In friendly chat with bird or beast,
> And half believe it true.

We have entered the realm of book for those older children miscalled adults. We wish no longer to be decieved, or at least we require more complex deceptions, or we seek out the clear, bitter taste of disillusion. But when the truth of things presses us too much, or experience has too cruelly deceived us, we turn with relish to children's tales where the deceptions are always kindly, and the illusions sweet. We turn back to the shadow-world that once had the tang of reality. And for the children to whom we may read these books aloud, the tang still exists. In a grown-up civilization of atomic dilemmas, it is clear gain that we can at least half share the child's pleasure in a children's book.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Journal of Health and Physical Education, December 1945

Improving Your Volleyball Instruction, Harold T. Friermood

Physical Fitness for a Peacetime World, Louis C. Schroeder

Parents' Magazine, January 1946

How to Have Fun at the Museum, Mildred Holzhauer

Scholastic Coach, December 1945

Organization for Tumbling, Capt. Bowman N. Hall

Children's Religion, February 1946

Beginnings in Creative Expression with Crayons and Paint, Rowena Hudson Winn

The Camping Magazine, December 1945

Post War Camp Building, Julian H. Salomon

Let's Have a Rocky Experience Next Summer! L. E. Hoffman

The Camp Fire Girl, January 1946

At Home in the World, Adelaide Stiles, Eula Wood Adams

Fun with Science, Blanche Berger

Cast on Stage, Nancy Smuck

PAMPHLETS

Modern Gymnasium Seating

Harold R. Sleeper, The Producers' Council, Inc., 815 Fifteenth Street NW, Washington 5, D. C.

Co-operative Community Centres, Part I — Guide to Probable Development

Hugh H. Harvey, Organization and Inspection Services, Department of Co-operation and Co-operative Development, Organization and Inspection Services, Regina, Saskatchewan, Canada.

An Analysis of the Art of Curling

H. E. Weyman, P. O. Box 100, Levis, Province of Quebec, Canada

A Guide for Planning School Buildings

Eugene B. Elliott, Superintendent of Public Instruction, Lansing, Michigan

Know Your Town's Future

The National League of Women Voters, 726 Jackson Place NW, Washington 6, D. C. Publication No. 35, price 25¢

Helping Disabled Veterans

The American Red Cross, Washington, D. C.

CONGRESS PROCEEDINGS

The Proceedings of the Twenty-eighth National Recreation Congress will be ready for distribution shortly.

The edition of the **Proceedings** of this Congress will be limited.

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NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue New York 10, N. Y.

Breaking Into the Movies

(Continued from page 575)

games. These long days on the playgrounds meant both fun and recreation for the youngsters.

Playground Benefits

Since the action of the first script, entitled *Jimmy's Reward,* centered about a pet show on one of the playgrounds, you may imagine what excitement there was in grooming the pets for the occasion! Two of the most appealing scenes in the movie turned out to be those that showed the chil-

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dren washing their dogs and teaching them tricks. The play called for quite a large group of adults as well as children, and there was quick response on the part of both—it was a thrill to be in a movie. Of course, owing again to cost, it was necessary beforehand to decide on the most beguiling gardens, the shadiest porches for the few shots that were not on the playgrounds. It took six days to finish the first movie.

Rewards

Later the narration was synchronized with the action, and the exposition and dialogue added a great deal to the effectiveness of the story. The movie had its premiere at the Oak Park Playgrounds' Circus last summer. It was shown again at Christmas time at the dramatic festival.

The worth of a movie, these playgrounds have found, lies not only in the training in a new technique of acting that the children have received, but in its publicity values. The staff has recently learned that the film is being widely rented by schools and recreation groups. One Boy Scout executive has suggested a series of scripts to be written about objectives in the pledge of the Scouts.

The experiment is a new one and the Oak Park Playgrounds are still feeling their way with it, but the idea does seem to hold some happy possibilities. How about trying it out yourself?

Recreation in America's Secret City

(Continued from page 577)

the area for a major dance about every six weeks, a feature popular with a public isolated and far removed from this normal type of entertainment.

Dancing classes are held for both children and adults. Such classes include instruction in ballroom, tap and folk dancing. Quite a large proportion of the workers are native Tennesseans, and Tennessee is, of course, known far and wide for its square dances. At two "hoe-downs" held each week, the walls of the recreation halls fairly bulge.

One of the halls, located just a stone's throw from the high school, was set aside for the exclusive use of teen-agers. It is stormed by scores of youngsters after school hours. Its staff works in close conjunction with the school authorities and with the local juvenile delinquency officers, thereby keeping juvenile delinquency at a very low point.

Each Sunday afternoon and evening, open-house is held in each of the halls. Refreshments are served, semi-classical recorded music is played, and an effort is made to create an informal atmosphere and to offer pleasant surroundings to the people who come.

In the field of music, Oak Ridge early boasted of a symphony orchestra, a community chorus, a concert band, a women's madrigal group, and several small ensembles. Each of these is composed of volunteer musicians from the community. In addition, a regular professional concert series is available, billing such artists as Alex Templeton, Herta Glaz, and the Nine-O'clock Opera Company

A very successful Little Theater group has a workshop in an old barn. They have presented such productions as *My Sister Eileen, The Night of January 16th* and *Musical Jamborees.*

The Film Society is composed of about 300 members. They have presented the outstanding 16 mm. films of the past ten years. Their list of showings has included artistic, documentary, and historical films. In addition, discussion sessions are held on the technical, psychological and social aspects of moving pictures. This group has also provided a workshop for those who are interested in small scale production of 16 mm. films.

Besides those already mentioned, club interest groups have included a Stamp Club, a Chess Club, an Artists' Club, a Supper Club, and others too numerous to mention.

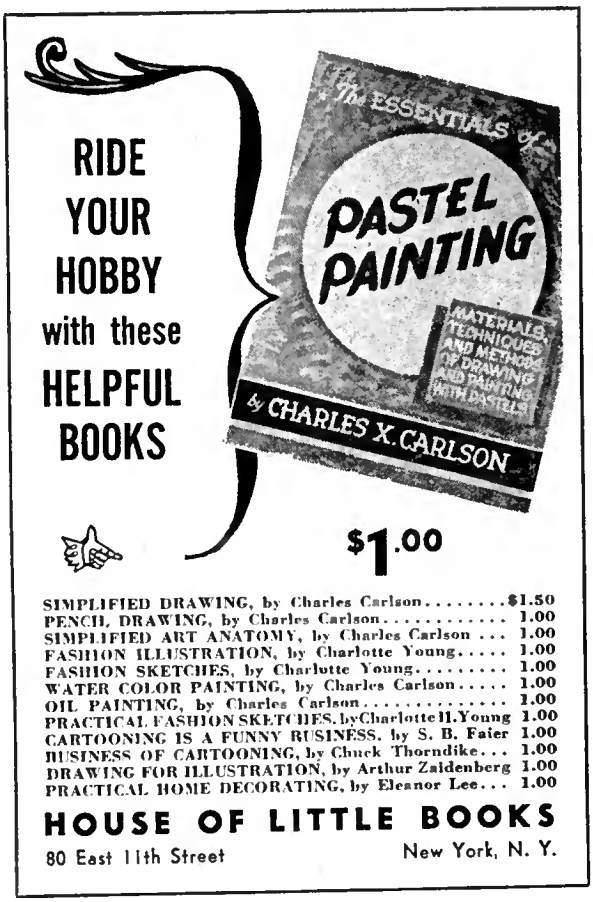
The need for a public library in the community was recognized almost from the start and one was quickly opened. It now has expanded to a point where more than 10,000 readers have been registered. All of the volumes are new, having been purchased by the Association. An old army ambulance was secured from the pool of surplus property, gaily painted and put to use as a traveling library. It has reached into remote areas and offered library service to points far removed from the main library.

Analysis

Is the program a success? For an answer to this question, one may ask some of the workers on the project and then visit the various facilities any evening in the week and witness thousands of men, women and children taking part in some phase of the program. Such a visit will furnish this answer. "Organized industrial recreation is tremendously important in relieving the tension of work as well as the tensions brought about by living in an abnormal community situation."

Now Off the Press!

YOU MAY HAVE SEEN them at the Congress—the group of new publications that we rushed through the printers to be ready for that occasion. If you weren't at the Congress, or if you somehow missed seeing this new material you will want to know about it. But, because of that rush job we have more than the usual number of booklets to report — so many more that this column won't hold them all! So—we are using the inside back cover of this issue of RECREATION to give you an idea of what's new in the Association's library of books designed to give "aid and comfort" to the recreation leader everywhere. Don't overlook the inside back cover this month!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Tryout Theatre, Incorporated

(Continued from page 566)

is changing. The good director or designer with experience in the new play is in demand. (Tryout Theatre members have gone to Grinnell, to the University of Montana, to Pasadena Playhouse, to Cleveland Playhouse, to the University of New Mexico, to the University of Michigan, and to Tacoma Little Theatre.) Wives of servicemen working in the theatre leave suddenly to join husbands. Servicemen, apparently permanently stationed in Seattle, are transferred in the middle of a run. Someone borrows furniture and neglects to return it. Voluntary, unpaid workers are not always of one opinion. Theatre backgrounds vary among the workers.

But the theatre is held together by a dream that is practical. Seattle is seeing the new play. Seattle is developing the local, the Northwest writer. Seattle has embarked on another venture, this time not to bring the commerce of the East and West together, but to realize the creativeness of a people. Their new project is the recognition, cultivation, and exploration of a cultural resource.

The next step will be to secure a building—where the ceiling doesn't sag, the floors don't need reinforcing, the wiring doesn't exhibit too much independence. A theatre born during a war period will thrive and grow in times of peace.

A Memorial Youth Center

(Continued from page 573)

and women have enlisted in this special work so this cause may succeed.

"Not only have they made their own subscription in a generous measure, but they have the arduous task of attempting to interview thousands of friends.

"May we bespeak for them your sincere and earnest consideration—when he calls give him the opportunity to tell you the story so that you may become more completely and better informed.

"Only your heart can be the final guide to this investment in human welfare. Make it as generous as your means permit.

"With your help and the help of all the others, we can be successful.

"You'll help—won't you?"

A building committee was appointed to consider plans for both building and site. The Memorial Committee was also appointed to analyze and study the most practical and desirable design for the establishment of a dignified and appropriate memorial.

The Dream Comes True

On December 8, 1945, the Memorial Youth Center, partially completed, was dedicated. The center already offers a large outdoor dance patio, two tennis courts, one softball court, and other sports facilities; a snack bar and recreation room,

New Publications in the Leisure Time Field

The Story of the Springfield Plan

By Clarence I. Chatto and Alice L. Halligan. Barnes and Noble, Inc., New York. $2.75.

IT IS PERHAPS, not too much to say that this story of what has become known everywhere as "the Springfield Plan," is a *must* for the reading list of every thinking American. For community leaders who are charged by their leadership to seek ways of overcoming those habits of thought that have led so many people to intolerance and blindness to the human needs and the human rights of their fellow human beings, the detailed story of what Springfield is doing and has done to foster real democratic living stands as a challenge and an inspiration.

Craftsman's Instruction Handbook

By Tony Parsi. Educational Materials, Inc., New York.

LEATHERCRAFT, rural craft, card weaving, rush seating, toy making are a few of the many crafts described in this book. Each craft discussed is well illustrated with pictures and charts to supplement the verbal explanations.

Democratic Administration

By Ordway Tead. Association Press, New York. $1.25.

THE TWO PARTS of this book "Creative Management" (first published in 1935) and "Democracy in Administration," present, according to the author "a rationale for democratic action of a sensible kind in day to day experiences."

Son of the Wilderness

By Linnie Marsh Wolfe. Alfred A. Knopf, New York. $3.50.

SON OF THE WILDERNESS is a careful and painstaking biography of John Muir written by a friend of his family's who has had free access to his writings both published and unpublished. The book is carefully documented and well illustrated.

Catch That Catch Can

Edited by Mary Catherine Taylor, Margarita Windham and Claude Simpson. E. C. Schirmer Music Company, Boston, Massachusetts. $1.00.

ALLUSIONS TO ROUNDS AND CATCHES—so called from the fact that in performing a round the groups of singers had to "catch-up" their part in turn—are so common in Elizabethan literature that their popularity is unquestionable. With the founding in 1761 of the "noblemen and gentlemen catch club," the catch became firmly established.

This collection contains one hundred English rounds and catches from the seventeenth and eighteenth centuries, including the well-known *Three Blind Mice* which dates back to 1609.

Educators Guide to Free Films

Compiled and edited by Mary Foley Horkheimer and John W. Differ. Educators Progress Service, Randolph, Wisconsin. $4.00.

THIS IS THE FIFTH EDITION of the *Educators Guide to Free Films* which has been re-issued each year since 1941. Films are listed under the following headings: Applied Arts, Fine Arts, Health Education, Science, Social Studies. Films added since the fourth edition appeared are starred.

Thirty Years of Girls' Club Experience

By Rachel Harris Johnson and Dora Estelle Dodge. Dora E. Dodge, Worcester Girls Club, 67 Lincoln Street, Worcester 5, Mass. Single copies, $1.75. Five or more copies, $1.25 each.

THIS IS A STORY of the Worcester Girls' Club, and because the story begins as far back as 1916 there are thirty years of experience upon which to base the practical material which has come out of this long history of continuous operation, trial and error, and accomplishment.

While the material has been assembled first of all to serve as a textbook of Worcester Girls' Club, there is much in the chapters on Public Relations, Leadership, Program Planning, Health and Social Service, and other sections which should have much value for girls' clubs throughout the country with buildings and facilities designed to serve organized groups of younger girls.

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Making Men

THE FIRST TASK in America is the making of men—not building houses, ships, factories, making money. All these are secondary to helping boys to grow up to be men, girls to grow up to be real women. We have to make the world in our neighborhoods a place that is congenial to boys and girls, that is fitting for the men and women they are to become.

It is in play and recreation that boys and girls test their power, discover themselves. True, they live as they go along, but constantly they are becoming in their play the persons they are to be, just as tadpoles grow into frogs.

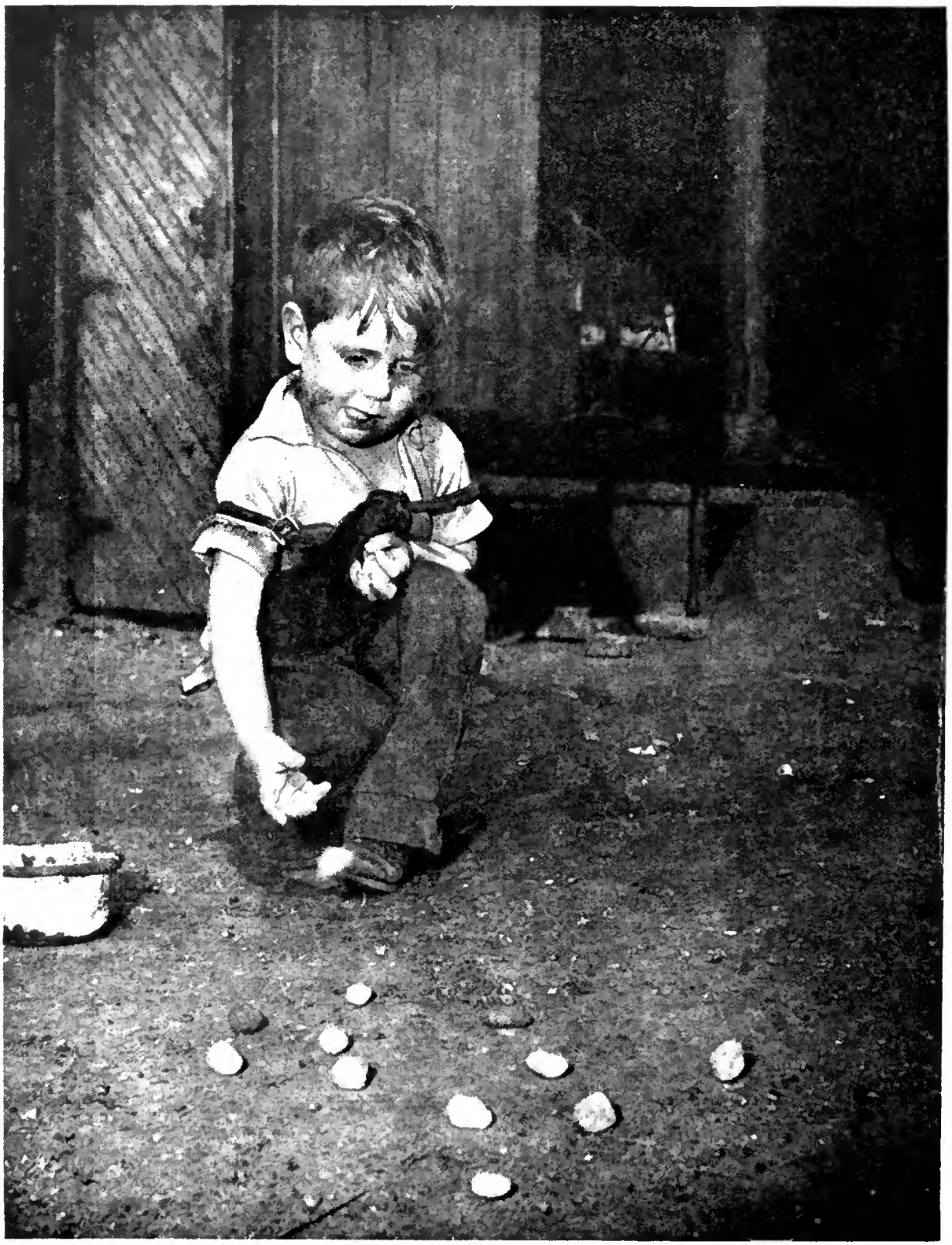
No boy should grow up without a chance to know birds, to climb trees, to fly kites, to play marbles. A boy has not quite lived until he has batted out a home run. What kind of a boy is it that has never learned to skate? Of course a boy is always going to feel he has been cheated if he has never learned to swim, and there are still a few who have not. The boy who does not have a memory of flying through the air bareback on a horse that enjoyed the run as much as he did, has been cheated by life. Certainly it is a most terrible thing when children's feet, that were meant to dance and skip, drag along—when the bodies develop no sense of rhythm. Of course the child does not want to know anything about rhythm, but his feet are light and skim the ground when he is light-hearted and happy and the glorious day is before him.

Something dies within him and is buried in sickly fashion if the boy never learns to let his voice peal out in song. Perhaps the boy who does not sing does not know what is the matter with him, but it is a little like cutting the tongue out of a child. There is something wrong, because he just never learned to let go, to let joy come out in song. Partial men and women are never quite satisfactory to themselves, and they tend to take out their dissatisfaction on those about them.

It really does pay to let children have full opportunity to sing, to run and skip, to skate, to swim, to bat, to do all that may become a child who wants some day to become a full man or woman, not just a fractional, crippled person who hobbles along through the leisure hours of life because part of him or her was not given an opportunity to be used.

HOWARD BRAUCHER

March



Milwaukee Journal Photo

The Challenge to Leisure in a World of Abundance

Opening Remarks at the Twenty-eighth National Recreation Congress

By HOWARD BRAUCHER

AT THE VERY opening of this Congress shall we not call for a moment of silence, in thanksgiving for those who have returned from the war, in memory of those who lie in foreign graves, in thought for those who are still in the hospitals, in dedication to the effort to make the plan for the nations working together successful—a prayer that we may do our part there, too. Shall we unite in rising for a moment's silent prayer.

(The entire Congress rose for a moment of silent prayer.)

It is now nearly forty years since a group like this one first gathered to consider the whole problem of recreation in the United States. Probably never before has there been a time when it was so important to have such a meeting as it is this year. Some representatives have been coming together most of these years since May, 1906, and a great deal has happened, but the whole tempo of our modern world has been changed by a number of things recently, and I wanted to speak for just a moment about what the atomic bomb is bringing home to all of us.

This invention, it seems to me, has made it important that we should create throughout the world a very strong will to live, and that we should do all we can to make life extremely interesting and challenging. This is not a time for cynicism, for boredom, for thin living, for being tired of living, for life that is stale, flat, and mediocre. It was here in Atlantic City that Dr. L. P. Jacks, then President of Manchester College, Oxford, sitting in by chance at a meeting of this kind said, "It seems to me that what your group is doing is the most important thing in all the world." I said, "Dr. Jacks, why do you feel it is so important?" "Because," he said, "here you are discussing the thing that really matters. After we have earned our food and clothing and shelter, what is it we dream of for our Utopias? What is it we care most for? It seems to me you are trying to answer this question. I'd rather work on this problem than anything else in the world."

That was the editor of the *Hibbert Journal*, perhaps as intellectually distinguished a journal as there is, and we all know how for a year Dr. Jacks traveled across the country speaking on this subject of abundant living, trying to do what he could to help the cities and the villages and towns of America work out the problem of the use of leisure time.

With the discovery of the atomic bomb, it seems even more important than before that we should face what we can do to contribute to making the world a more satisfactory place in which to live. In this era recreation does have a fundamental contribution to make in bringing about understanding not only among nations, but right down in the neighborhood itself if we are to do our part in preparing to handle such tremendous power as the atomic bomb brings us.

This is not a time for little pieces of machinery. The brotherhood of man expressed in activity in the neighborhood and throughout the world becomes of greater importance. Common service in the neighborhood as a form of leisure activity becomes more important. Whether we wish it or not, we have become citizens of the entire world, and recreation has a major part to play in world affairs.

There is time, perhaps, to speak of one other item that has gathered great importance. It may seem strange at a time when we have just destroyed $1,324,000,000,000 worth of material in a world war to talk of an age of abundance, and yet an industrial engineer, part owner in factories all over this country, coming into the office not long ago said, "You who work in recreation should be thinking and planning for the time of abundance, when we shall produce much more than we are

(Continued on page 662)

The 1946 Recreation Congress

By T. E. RIVERS
Secretary
Recreation Congress Committee

FOR THE FIRST time since 1942 the Recreation Congress met again. Nearly eleven hundred people from forty-two states and Canada came. It is not possible to characterize accurately in a word a gathering that has so many sides, but if one thing stood out more than anything else, I suspect that it was the feeling of fellowship that prevailed. It was not only that old friends were together again after a long absence. They had come from far corners of the earth, many of them still in uniform. On every side the greetings were hearty and genuine. They were purposeful too. Everybody wanted to share together the experiences that might have bearing on future work, and so from early morning until late at night, at the meetings and in between, there was a fine spirit of fellowship. This augurs well for the recreation movement in the immediate years ahead.

General Impressions

It was particularly inspiring to see the large number of new delegates. During the four-year interval since the last Congress many new workers have come into the profession through the Army, the Navy, the Red Cross, and other agencies, and they were eagerly welcomed by those who had attended many Congresses in prior years.

Throughout the forty years of the Association the Congress has met in many parts of the United States, and yet Atlantic City seems to be home, for so many of them have been held there. Haddon Hall is still a hospital, but arrangements at the Claridge and the other hotels met our needs exceedingly well. The physical arrangements were particularly fortunate. The Consultation Workshop and Exhibits were all an intimate part of the Congress. Their full benefits could be realized without undue effort. Innumerable conferences were arranged with consultants on special topics and literally thousands of publications were ordered. Delegates were eager to confer with exhibitors who for the first time in a number of years were able to say what recreation supplies were available and how much they would be. Though Atlantic City in January was a startlingly new idea, the strolls on the Boardwalk were as entertaining and refreshing as ever.

The Congress has always had the reputation of being a working convention. I think there never was a time in my own memory when there was a greater eagerness on the part of the delegates to make every moment count. The meetings were well attended, frequently crowded. This was true of both the discussion groups and the general sessions. There was little moving around in the meetings. People came early and stayed throughout the meetings. In addition to the large number of meetings scheduled, some twenty extra meetings were called to consider special subjects. The delegates came to work and worked conscientiously. All were eager to make the most of the opportunities for getting information, ideas and suggestions for making the work back in their own local communities more effective.

General Sessions

Many of the delegates felt that the Congress was particularly fortunate in its general speakers this year. We were at the crossroads between the military experience and the years to follow. Howard Braucher, President of the Association, struck a responsive chord when he called for large plans and great vision and a unified effort on the part of all recreation workers to have the profession measure up to the responsibility it should have in the new era brought about by the development of atomic energy.

The important part that recreation had had in the recent World War was told by Major General Joseph W. Byron, Colonel Howard A. Rusk, and Captain R. E. Wilson of the Navy. The recognition which they gave to it and the commendations for recreation workers engaged in it thrilled the profession. That story having been told, our eyes were turned to the future. William T. Vanderlipp, a lawyer and economist, said there could be no good economy or worthwhile industrial development without recreation. Dr. Lewis Webster Jones, president of Bennington College, from his experimental work in the college and the Bennington community, is convinced that recreation can become an important part in the revival of community life in America with important implications for democracy.

A Few Highlights

Indicative of the place of youth in recreation planning was the presence at the Congress of a number of teen-age young people who took part in several of the discussions and held their own particularly well in the sessions dealing with teen-age centers. Youth participation was further dramatized by the action of the Hi-Spot Youth Council of Lakeland, Florida, whose members as a special project picked, packed, and shipped to the Congress as a gift some twenty thousand oranges, so that orange juice could be served throughout the week to delegates.

A number of delegates have spoken and written to us about the fine morale of the Congress itself. The delegates over and over again expressed satisfaction in having the kind of meeting where all interested in recreation could come together from all walks of life, professional and volunteer workers, and exchange information about their experiences, discuss all sides of questions, and still feel that there was a unity in the movement that could only mean progress. One careful observer who had never attended a Recreation Congress came in to say in person, "This meeting has been one of the best examples of applied democracy that I have ever seen." Recreation workers whose first thought is service to America can and do take pride in their meeting.

The publicity on the Congress was unusually good. Correspondents from New York, Baltimore, Philadelphia, and Boston papers were present. Several magazines were represented. Various press associations carried news to all parts of the country of what was said and done there. Each day of the week during the Congress national hookups on the radio mentioned the Congress.

The full Proceedings of the Congress have been put together and sent to press. For those who could not attend as well as for those who were present, a copy of the Proceedings will be a storehouse of valuable ideas and material. The Proceedings will contain all principal addresses, a summary of each discussion meeting, a complete report of the industrial section of the Congress and other material.*

It was a reassuring experience to see once again, following the global war, this great cooperative machinery moving forward in the service of the recreation movement. All who have had a part in it through the years and those recently joined in it have an opportunity and an obligation to keep it so moving.

*Orders for the Proceedings should be sent at once to the National Recreation Association, 315 Fourth Avenue, New York 10, New York. The price is $1.75.

The Industrial Conference

About 150 representatives of many types of industries from all sections of the country, together with representatives of labor organizations, chambers of commerce, manufacturers' associations and community recreation departments met together for two days before the general session of the Congress began. Opening with a luncheon Sunday noon, January 27 the Conference was in session almost constantly until the final word had been said late Monday afternoon.

The spirit of the meetings was excellent. Beginning with a talk by Harold Mayfield, General Personnel Administration Director of the Owens-Illinois Glass Company, on "The Meaning of Industrial Recreation," the Conference considered the following topics: Organization of Industrial Recreation in a Large Plant, Organization and Administration of Management-Labor Programs, Recreation and Worker Morale, Planning Recreation Activities for Women, Special Activities, Use of Community Facilities, Use of Plant Facilities, Community-Industrial Recreation Associations, What Management and Labor Expect from a Recreation Program in Industry. The final session was a round table discussion that tried to take care of the questions that still persisted.

It is impossible to summarize in RECREATION these sessions of the Industrial Recreation Conference. The Proceedings of the Congress will include the various formal presentations and a full report of the Round Table session. A few outstanding statements are mentioned here because of the general interest that there is in the industrial recreation field.

Mr. Mayfield saw an answer to the antagonisms that are evident in industrial relations today in "the forces that produce friendliness, activities that bring people together, for an unselfish sharing of wholesome pleasures gives a needed opportunity for the development of human understanding, out of which genuine friendship can grow."

In a special message to the Conference, Philip Murray, President of the Congress of Industrial Organizations, wrote that the CIO has always recognized the importance of the right sort of recreation for its members and that it is "necessary that organized labor, in cooperation with industry

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Lessons from a Global Recreation Program

By Major General JOSEPH W. BYRON, U.S.A.
and Captain RALPH E. WILSON, U.S.N.

Major General Byron Presents the Army Program

THE INSIDE COVER of the *Saturday Evening Post* of January 19, 1946, contains a statement made by Benjamin Franklin. It is as true today as it was when Benjamin Franklin stated it. I quote: "The rapid progress true science now makes occasions my regretting sometimes that I was born so soon. It is impossible to imagine the height to which may be carried, in a thousand years, the power of man over matter.

"Oh that moral science were in a fair way of improvement, that men would cease to be wolves to one another and that human beings would at length be what they now improperly call humanity."

Originally I had intended to close my talk with that quotation from Benjamin Franklin. But last Sunday I tuned in on the radio early in the morning and listened to programs almost all day. I read two newspapers through and a couple of weekly magazines. And more than half a dozen times I heard on the radio or read about the same moral science of which Franklin spoke two hundred years ago.

Moral science seems to be like Mark Twain's remark about the weather. Everybody talks about it, but no one does anything about it.

In Franklin's time, and the same is true today, there was insufficient attention paid by the people to the best utilization of leisure time. Yet leisure time is the key to moral science.

One thing we learned in our leisure time program in the Army was the relation of moral science to a more contented soldier. Pure moral science in the Army is the chaplain's job. Fighting science—combat science—is a job for G-3, or the drill master. Pure science is the province of the school teacher.

The Special Services Division furnishes a foundation for all three sciences. I witnessed an application of it in 1943, five miles outside of Oran in North Africa. I visited a battalion that had a zero score, a perfect rate, for AWOL's. The battalion had a zero score, a perfect rate, for venereal disease. I inspected the battalion and found that there was a post exchange, a beer garden, motion pictures, soldier theatricals, a band, athletic competition, a library, a swimming pool, tennis courts, and regular dances with trucks to bring girls out to dance with the men and then to take them back from camp, chaperoned all the time.

On another occasion in Belgium in 1945, I witnessed a leave program for men withdrawn from front-line fire. They were taken from the front lines for seventy-two hours of rest before they returned again. Here was their program.

They arrived at a rest camp from the front lines by truck. They took a hot bath. They were issued clean uniforms. They ate a hot meal. They went to sleep. While they slept their rifles were cleaned and oiled, repairs were made, and the rifles were in top shape for return to battle. When the men awoke the next morning they had a choice of activity. They could go on a sight-seeing tour by truck, or they could visit the post exchange. They could buy gifts from the PX Gift Catalog. They could get souvenirs for shipment back home. They could write letters or go to the library for books and magazines and newspapers from home. They could go to a movie or a USO show or a Red Cross Club. They could take part in athletics or play cards. There were phonograph records; classical, boogie woogie, jive and hillbilly. Civilian girls were brought in, and chaperoned dances were held.

I asked the commander of

Probably there was no delegate to the twenty-eighth National Recreation Congress who was unaware that recreation, too, is going through a period of reconversion. Many of them, both in and out of uniform, were acutely conscious of the new attitude toward recreation that is found among returning servicemen and women. Many of them were wondering how best they could use the experience of Army and Navy recreation programs. It was, therefore, especially fortunate that men were available to speak at the general sessions of the Congress about those experiences and their meaning to civilian programs. Two of these talks are published here as they were given at the Congress.

the rest camp if the men gave him any trouble. "None at all, sir," he replied.

I insisted, saying, "I was over here in the last war, and I know we got up in the morning looking for trouble and we found it."

The commander, too, insisted, "We don't have trouble with these men. They are on their way back before they have exhausted the recreational facilities here, and they don't get out on the town."

Soldier to Civilian

Yes, the Army learned something from combining those three sciences, and if you would like a suggestion of our war experience in recreation for application in civilian life here is my suggestion.

Every community in the country should have on the staff of the mayor, a Special Services Officer. He would be in charge of coordinating the recreation activities in the community. He would eliminate the wastefulness of duplication. He would act as an adviser and a promoter for the best use of all leisure time in the town or city. Music, theatricals, libraries, parks, swimming pools, tennis courts, athletic contests, dances, picnics, parties would be a part of his job.

The forty-hour week is here, perhaps a thirty-five hour week. There will be more and more leisure time. Now is the time to follow up our ideas on the proper use of leisure time.

On September 2, 1943, I was called to the office of my boss, General Somervell. He was brief. He said, "Joe, you have done a good job with the post exchanges, and we are going to reward you—with more work. I want you to take over the athletic and recreation services and the Army Motion Picture Service. I want you to organize recreation with the PX's and the movies, and when the war is over have all those things in France that we know were not there on Armistice Day, November 11, 1918."

I looked at the boss and at the sign behind him on the wall: "The impossible we do at once; the miraculous takes a little longer." I said, "Yes, sir," and went back to my office, assembled the staff and told them what we were to do. It was the biggest recreation job in history—providing for eight million men, scattered all over the world movies, athletics, soldier shows, handcrafts, library service, PX service, games, clubs, rest camps.

I took the baton in 1943 and now I'm handing it on to you. In a manner of speaking, I'm making a last will and testament, and I am bequeathing to you these eight million men for you to take care of from now on. Our mutual friend and my valuable staff officer, Colonel Freddy Warburg, cautioned me concerning this meeting, "Boss, you should be prepared for one of two things at Atlantic City: (1) thunderous applause; or (2) prolonged booing. Because you are going to hand them a job—eight million new customers, eight million GI's eager for recreation."

Soon I will be a civilian again, so I bequeath these eight million to you, and I recommend that you put many of them to work for you in furtherance of your next forty years of recreation in this country.

Special Problems

Of course, you'll find some soldiers with overdoses of morale. It's difficult to distribute recreation supplies and equipment so that all soldiers get an even amount. So, some get overdoses; many get an average amount; and some get little. Those who got too much recreation constitute just as much of a problem as those who didn't get enough. It's another category of "Returning Veteran" with a special kind of problem, and he has to be readjusted to the tempo of the home and community. This kind of returned veteran is afflicted with what might be called Special Services Bonkus of the Konkus.

Just for the purpose of describing our wares, and for your amusement rather than for you edification, I should like to describe some of the symptoms and case histories of GI's afflicted with Special Services Bonkus of the Konkus.

Case "A" is that of a young soldier who came home from the Pacific to his loving wife. He had left home in 1942 accustomed to the simple pleasures of home life. But now, to his wife's chagrin, what does he want? He wants to see three movies a week. In the Pacific, soldiers had three movies a week flown in, even on remote islands. Sometimes they had world premieres of movies, even before they hit Broadway. Case "A" wanted to continue to see three movies a week.

Case "B" is a Wac who was used to mass athletic participation in the Army. She isn't happy unless she is at the gymnasium or out on the ball diamond. She insists on having ping-pong tables in the living room, and putting and croquet in the front yard. She makes the children choose up sides for volley ball in the play pens.

Case "C" is the man who came back discontented with the plays that the Little Theater had in the old home town, and the occasional vaudeville

shows that visited the Main Street Bijou. Now he wants to see Bob Hope and Jack Benny in person. He won't go to a stage show unless Dinah Shore is singing and Marlene Deitrich is making a personal appearance. Furthermore, he wants to go backstage and dance with the chorus girls after the show, because that's what he used to do when the USO shows visited Bougainville.

Case "X" represents the sad experience of the young wife whose home was turned into a machine shop and art gallery. Her husband wants benches and lathes. He wants to carve wood and turn the parlor into a metallurgy shop. He wants a smock and brushes and paint and easels. He wants modeling clay. Furthermore, he wants these things provided free, and a Red Cross hostess to come around and show him how to do these artistic and handcraft things.

Case "Y" is the reading bug. He wants a wide assortment of reading material, not just the pulp stuff he used to buy at the drug store. Now he wants his usual mysteries, the whodunits, along with westerns, the classics and the best sellers. He knows what book is the book of the month. What's bad about it is that he wants to carry it around in his hip pocket. He scorns big volumes that weigh a couple of pounds. He wants a paper-bound, pocket-size book that he can throw away when he has finished reading it.

Case "Z" is the young man who goes down to the drug store on the corner and demands a hot dog, glass of beer, magazine, soap, hair tonic, ice cream, candy and stationery—all for the price of 73 cents—and then he asks the manager of the store, "When are you going to pay dividends so we can get a little recreation out our way?" He expects such bargains and profits because that's what the PX does in the Army. The post exchange sells at near cost prices and then distributes dividends for recreation for troops.

There are many amalgamations of Special Services neuroses. Some soldiers may have overdoses of all these things combined. Special Services offered athletics, movies, PX service, library service, soldier theatricals, professional shows, handcrafts. One young man wanted all these things but his case was complicated by the fact that he didn't want them in the home. He wanted to go away to a rest center and have an Army hostess administer to his requirements.

A sign hung, during the war years, on the wall in General Brehon Somervell's office. The sign read, "The impossible we do at once; the miraculous takes a little longer." Major General Joseph W. Byron, as Director of the Special Services Division of the Army Service Forces, came to know that this sign made no idle boast. For his job was to administer a program designed to fill the recreation needs of men and women in uniform from all walks of life scattered to the four corners of the earth. Some ways in which the lessons of that program can be used in peacetime projects are suggested on these pages.

A New View of Recreation

The foregoing bit of exaggeration strives to establish a basic, non-facetious fact. There are millions of men and women returning now to civilian life with appreciation for good recreation. They have a taste of the best in sports, entertainment and the means to use their leisure time to best advantage.

To keep track of Special Services over the globe, I maintained headquarters in Washington, New York and San Francisco, but didn't remain long at a time in any of those places. My main operating headquarters were in planes and on ships, going around the world to see how these recreation activities were getting along. I have traveled 190,000 miles to make sure that the soldiers were getting the things they needed in our stated mission, "to build and maintain in men the mental and physical stamina it takes to win."

In Tunisia in 1943, General Eisenhower told me he wanted the PX's because the PX was of value in helping our men to destroy the Germans.

I have talked with General Omar N. Bradley on four significant occasions in this war—the first time in Beja, Tunisia; the second time in southwestern England; and the third time in April 1945, in Luxembourg. He had told me before that we would be needed most when the fighting stopped, and we were there on time after V-E Day—with shows, sports and games, movies, libraries, music and the rest of the ingredients of morale.

In August 1945, I saw General Bradley again, this time in the Veterans' Administration Headquarters in Washington. His remark was my reward. "Joe," he said, "you folks have set up such a high standard for leisure time activities for the soldier that I want to borrow some of your best men to survey the Veterans setup." We leaselent our best, at some sacrifice, and the recreation service of the Veterans' Administration is staffed with Special Services proven men.

My job was furnishing recreation over long sup-

ply lines, with food, ammunition and medical supplies getting first priority. It was convincing tough commanders that recreation is not coddling—that the most that can be done is just a drop in the bucket. It was dropping ice cream by parachute on a Pacific Island. It was routing millions of dollars worth of talent and temperament—Hollywood and stage stars—over the widest and roughest vaudeville circuit in the world. And if the transportation and the bunks and the mess were bad, we heard about it. It was seeing the GI Olympic Games at Nuremburg, Germany. It was hearing the Special Services officer on the island of Mindoro plead for more movies per week so that men would stay out of brothels in the island town of San Juan. It was a soldier show in Seoul, Korea. It was a baseball game of soldiers in the Army of Occupation in Tokyo.

We worked very closely with the Navy and Marines. Naval personnel worked with the Army's Special Services office in New York, for betterment of recreation in both services, and in particular for providing the Navy and Marines with V-Disc phonograph records, Hit Kits (which are song sheets), soldier and sailor show publications, costumes, books and magazines, and post exchange service.

Leadership

In speaking of all this, I want to assure you that I do not mean that I think recreation and entertainment are the sole ingredients of morale. There are many other things to consider. Among them are food, mail and, most important of all, leadership.

Morale in the Army is a function of command. Leadership is the one most important thing in athletics, recreation and entertainment.

I cannot conscientiously say that all was well with Special Services in the Army. I cannot stand here and say we did a wonderful job. We did fairly well. We had the supplies and equipment and the program. But there was one thing we lacked. We lacked something that you in the National Recreation Association have—Leadership.

We did not always have the best men as Special Services officers. Some commanders were not sold on recreation. They didn't put able men in the jobs. And when men proved to be able—and most recreation men are able, it's characteristic of the species — they were taken away from recreation and put in jobs considered more important.

An advantage the Army did have was money—for supplies, equipment and program. What we did not have is something that the National Recreation Association does have—Leadership. When the town of Podunk, a thousand miles away, wants a recreation setup, you send men, able men, to do the job, or to show them how to do the job.

Such leadership is needed in the Army, in universal military training, in our peacetime Army from now on. I am at this time recommending to the Army that full recognition be given to recreation, and that Special Services be established so that able men will be secured and maintained in recreation positions in the Army. That will give us the kind of leadership you have in the National Recreation Association, the kind of leadership necessary to the fulfillment of recreation programs for military men.

Recommendations

I have told you some of the things we found out from our experience with these eight million men, and since I have handed you the baton, it might be well for me to make a few suggestions on how you might proceed with them and with your program.

Measure your effectiveness by the service you give in remote places. You must give service to survive. I am glad that decentralization, with accent on service, is the policy of the National Recreation Association. Give service in small communities, and have the program broad enough so that local authorities will have flexible programs.

Find a way to use veterans in your community programs. They will be useful to you. Use Special Services alumni.

Plan to use oldsters in future recreation programs. See a book entitled *You Are Younger Than You*

"Captain Wilson has had a distinguished record of service in the Navy. He graduated from Annapolis in 1924, was commanding officer of the destroyer *Buchanan,* participated in the Guadalcanal, Solomons and Tulagi campaigns. He was appointed to Admiral Halsey's staff and became operations officer for the South Pacific campaign. Later as operations officer of the Third Fleet Staff he participated in the invasions of the Philippines, Palau, and Okinawa. He was active in the Japanese phase of activities, went ashore at Tokyo with the first Naval forces, participated in the release of prisoners of war, and was present on the Missouri at the signing of the Japanese surrender.

"He was recently put in charge of the welfare and recreation of the Navy."

Think. It contains facts and reasoning about the need for recreation among older groups.

Include travel in your programs. Visit other communities and inject competition into the scheme. Encourage foreign travel. It will be beneficial.

Broaden the scope of prizes and awards.

Encourage the present trend toward memorial athletic and recreation facilities. Communities now are not putting up war memorial statues, but community centers.

Captain Wilson Speaks for the Navy

General Byron has very clearly and capably outlined the important role that recreation has played in the present war. As Director of the Welfare Divison of the United States Navy, I should like to add a hearty "Amen" to General Byron's statements, and, at the same time, to explain the thinking of the Navy on this subject of recreation and morale.

We, like the Army, have drawn our recreation leaders from civilian pursuits; consequently, we have had in our midst the entire range of individual interpretation of the job of recreation. Some of our eager and enthusiastic recreation officers have proclaimed recreation to be the panacea of all morale problems. Other older heads have thought of recreation in the negative way, "something to keep the boys out of the brig—a program to keep idle hands busy—a program for physical training so that off-duty time will find them so physically exhausted that they will have no desire to get into mischief while on liberty." And I am afraid we have some recreation leaders who probably think that they can eliminate all of man's unconventional desires by suggesting that he indulge in a challenging game of parchesi.

Now our shake-down cruise has been completed and we are in the position to take a backward glance at the role recreation played in the Navy. We find that our concept of recreation lies midway between that extremist who thinks that recreation cures all the evils, and the other who thinks it has very little or no effect on man's endeavor.

We have accumulated an abundance of evidence which supports the contention that recreation plays a fundamental role in the developing of good morale. Therefore, the aim of our recreation program has been to make the Navy most effective by enhancing the effectiveness of each individual in the service. We know and recognize that contentment of mind and comfort of body are the foundation on which the structure of good morale is built. This, plus the determination to succeed in the purpose for which the organization exists, is the framework. The completed structure must also embody such factors as discipline, efficiency, pride in self, loyalty, community purpose, obedience to orders, smart appearance, and snap. When this structure is inhabited by a mind inspired by a great cause, there exists an organization that will stand strain and exhibit the greatest fortitude under adversity.

The very fact that an analysis of the definition of morale invariably refers to the individual is the obvious reason why our approach to recreation has been that of "an attempt to provide opportunities for the individual to participate in a program of his choice." Even though our program, through necessity, was designed to accommodate the needs of millions of servicemen and women, we exerted every possible effort to maintain a flexibility that would provide for the individual leisure time needs of all our personnel within the limitations of a war program. In retrospect, we feel that this approach to recreation was sound and that we have reaped tremendous benefits by providing a minimum amount of leisure time regimentation and a maximum amount of leisure time freedom of choice.

Whether or not this freedom of choice for leisure time pursuits would work as successfully in other countries and other situations is an academic question, but we do know that the American way of life requires it. On the basketball court we invent a new fake or turn to deceive the opposition. In a checker game we improvise new strategy offensively and defensively to defeat our opponents. In music we re-interpret, revise, alter tempo or emphasis to satisfy another mood. All the time we are developing a willingness to explore, a confidence in judgment, a daring in initiative—and this, all of it, has been later translated in battle and has made for American fighting forces a most enviable reputation. The ability to meet a new situation and to meet it correctly at a time when one miss means death, is inherent in American naval forces from admirals down through the ranks. It isn't there by chance. It springs from training in the American home, school, playground. Incidentally, that playground is not confined to a play lot with a fence around it. Rather it includes one's favorite forest, trout-stream, library, bowling alley, card table, theater or garden—or it may be the dining table or the backyard. In all of these situations there is opportunity for variety, impro-

visation, adventure, inventiveness, and freedom of choice.

A Job for the Navy

In the Navy during the war years just completed we spent an estimated fifty million dollars for recreation facilities. We commissioned some twelve hundred welfare and recreation officers and two hundred and fifty physical training officers. There were, in addition, twelve thousand enlisted personnel who were rated as specialists in athletics or recreation. The results of this recreation program of the military is to a large measure familiar to you who are engaged in this field, and I do not propose at this time to relate all the many and varied recreation services. I would like to say, however, that even under the strangest conditions or the most hazardous duty, we have found that recreation needs did not alter fundamentally. The familar form of a coke, American music, a softball game, or a favorite waltz served to fortify and reassure our personnel. The provision of such things as music, radio, live entertainment, good books, games, sports, and hobbies in approved American fashion did not just happen. It was brought forth in response to the needs and wishes of millions of Americans transplanted and, until recently, fighting and dying on strange soil, in the uniform of their country.

It has frequently been said that war, insofar as the individual fighting man is concerned, consists of 90 *percent* boredom and 10 *percent* fear. It was the 90 *percent* factor against which the recreation program was projected—and this in a five-ocean, global Navy presents many unique problems. At training stations and other places within the continental limits of the United States this presented no unique problems other than those of expansion and construction of new facilities on a greatly enlarged scale. At all these stations every effort was made to provide all forms of recreation to the maximum extent possible.

Oahu, the focal point of all Pacific naval activity, being close to the threat of actual combat, required special attention. Here the normal activities of the men were restricted by a greatly overcrowded community and the necessity to observe blackout and other combat restrictions. Transportation, particularly for the crews of the many ships which visited Pearl Harbor, was always a very acute problem. The most successful of the activities undertaken in Oahu consisted of outlying rest homes or recreation centers which served to remove the men completely from military environment during the time they were privileged to use these facilities.

The greatest problem in promoting a vital recreation program was that which involved the crews of the many combat ships. The facilities provided and the success of the undertaking varied greatly with the size of the ship. Heavy emphasis was placed on motion pictures, and it was not at all uncommon for ships cruising in the combat zone to run continuous motion picture shows from midmorning through the evening hours. These, of course, had to be held below deck in relatively confined spaces and attendance at any one show was, therefore, quite limited. It was amazing to witness the day-after-day enthusiastic attendance at the movies in these confined spaces even though the temperature and ventilation frequently bordered on complete discomfort. Ships' libraries were kept active and fluid and were enthusiastically used. Athletics and games of various kinds were greatly restricted — primarily by lack of space. However, simple athletic games such as deck tennis were encouraged wherever possible and sun bathing proved to be one of the most popular forms of complete relaxation. Several hours of the day could be used for sun bathing but men were required to keep a full set of clothing immediately at hand as protection against fire and burns in case the threat of attack should suddenly develop. Some ships and Armed Guard on merchant ships proved to be a very special problem. These men could not be provided with motion pictures. Resort had to be made to special recreation kits consisting of library books, magazines and the more simple games and athletic equipment.

A Far-Flung Program

As the war progressed through the Pacific it soon became apparent that very heavy emphasis must be placed on recreation facilities at advance fleet bases. During 1943 and most of 1944 the Navy's combat effort was so intensive and the few far-flung bases so primitive that there were many instances of the crews of fleet combat vessels being kept on board their ships for as long as six or eight months without ever setting foot on shore. This was due to the extreme mobility of the fleet, to the lack of small boats to transport men ashore and to the acute shipping condition which precluded moving up recreation facilities in pace with the advance across the Pacific. As the condition stabilized great strides were made to provide recreation facilities ashore at each of the bases and

transportation for the ship's personnel. One of the best examples was the atoll of Ulithi where, within thirty days after its seizure and utilization by the fleet as an advance base, a large scale recreation facility was set up and put in operation on little Mog Mog Island. It accommodated 10,000 to 15,000 enlisted personnel each day. The recreation facilities at Mog Mog Island were crude according to any accepted continental standards, but it was possible to provide limited refrigeration for soft drinks, a crude recreation center with tables and benches, softball diamonds and a swimming beach. And I have heard it frequently said by enlisted men who had experienced long periods of confinement to their ship that what was available on Mog Mog Island was not nearly so important as their ability to land and just dig their toes into the sand.

There were other and more completely adequate recreation centers established at advance bases where they were easily accessible to fleet ships at anchor and where shipping and initial plans permitted construction on a more extensive scale. By the end of the war the Navy's technique in servicing ships at sea had developed to such a point that it was only necessary for ships to return to port for battle damage repairs and the rest and relaxation of the crews. Much had been learned in regard to the importance of the latter and I believe that never again will the Navy be caught in the position of being unable to provide adequate recreation facilities at the most advanced of the fleet bases.

One development of the war which we have underlined in the book of future plans is that of the rest camp. This was most successfully worked out by the submarine force and consisted of an isolated camp with pleasant surroundings and good food removed as far as possible from all war environment. As submarines would come in from battles whole crews would be transported to rest camps for as long a period as the schedule of their ship permitted. Complete relaxation and the absence of any indication of routine made these camps particularly popular. The accomplishments of the submarines in maintaining lone and vigorous campaigns at sea were in no small degree influenced by the success of the camps.

Leaders of Men

We have found that recreation leadership worthy of the name possesses about the same qualifications that characterize good leadership in any other endeavor. It must have courage—the courage of its convictions; it must be technically sound and, most important, it must be sensitive to the needs of the people. Leadership of the right kind will make itself felt in many ways. It must have ability to foresee needs in program, facilities, equipment, and finance, plus ability to elicit the support of those who control facilities, materials, supplies, and enthusiasms.

Many fine facilities are wasted, much good and valuable equipment lies idle, many recreation appetites remain unappeased because the leadership fails to bring these elements into happy collaboration. Team up the human physical resources, set the stage properly, and program, good program can easily become reality.

An interesting comment made by the former director of welfare, Captain T. J. O'Brien, after his return from the Pacific tour of recreation installations further verifies this contention. He stated that where recreation had the sympathetic cooperation of the commanding officer, and a good recreation officer, the off-duty time of personnel was never a problem. However, where recreation had a sympathetic commanding officer but a poor recreation officer or *vice versa,* where recreation had a satisfactory recreation officer and an unsympathetic commanding officer, the off-duty time of our personnel often became an acute problem. Where recreation had neither a sympathetic commanding officer, nor a qualified recreation officer, what the men were doing in their off-duty time was something the Navy does not care to talk about.

Analysis

The outstanding result of our recreation experience leads us to the firm conviction that the essence of the program is leadership. We feel that the recreation program has made great strides during the war years and has received an intelligent interpretation due fundamentally to the high caliber of leadership that is in the recreation field today. It is the plan and intention of the Navy to maintain at a high level welfare and recreation services to our personnel as an integral part of our peacetime Navy. We feel that these services have been thoroughly demonstrated as a fundamental factor in human relationship and it is our earnest hope that the gains made during the war years will be preserved.

We are certain that you as public and private recreation workers will be directly affected by the

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Emphasis on "Civilian"

By Major H. F. MOOR
Chief, Personnel Services Division
Air Transport Command

OUR SCHOOLS and colleges, influenced, perhaps, by the isolation in which we as a nation basked prior to World War II, have not prepared us to assume our full responsibilities in this our *one world*.

The Army, with faith in this nation's future, endeavored to bring about a world consciousness among its men through a program of information and orientation. Part of the program was compulsory, but its most effective parts were conducted as leisure activity through:

Panels, speakers, discussion clubs, open forums.
Radio, newspapers, movies, pamphlets.
Dramatic skits, quiz programs, essay contests.
Bulletin boards, libraries, world information centers.

Although considerable progress was made, the ultimate goal could not be achieved in the time at hand and with the leadership available for this purpose, and so, much remains to be done with the returning veteran to say nothing of the balance of our citizenry. You may say that this is a job for our educational and informational agencies, but it is also a job for every agency which has the privilege of touching the lives of people and in turn shaping their thoughts and deeds. We have only to look at the trials and tribulations of the United Nations Organization as reported in the daily papers to realize that the problem of developing *world citizenship consciousness* is a tremendous one—and the time is so short!

I, therefore, recommend spending a portion of each in-service training meeting of recreation staff members on a study of the world in which we live —its people, their problems—so that activity leaders and supervisors will develop an acute awareness of the need for better understanding among nations and will thus use psychological moments to erase a prejudice here or answer a question without prejudice there or to use a leisure interest as a starting point from which to develop a desire to learn more about the facts surrounding the world where we hope to be able to live in peace from here on in. We all need to know more about the peoples of other countries — how they live, something of their history, what they think of us—in order to understand them and their attitudes toward affairs of mutual concern. Recreation offers a host of opportunities for developing interest and understanding in these matters so vital to development of the peace cessation of hostilities now makes possible.

The Veteran Has Developed New Leisure Interests

Whenever you take people and shuffle them around in this world of ours, they are bound to come in contact with leisure activities they formerly could not or did not enjoy. Such has been the case of the men in the service. This GI from the city, stationed in Africa where horses sold for as little as $20, learned to ride and play polo. That one experienced his first thrill hunting gazelle or wild boar. One boy learned to operate a metal lathe and grew fond of turning things out of shell castings. Another learned to enjoy spit and argue club activity—for which there was so much time in the "hurry up and wait" Army routine.

In some cases the men participated out of sheer relief from boredom, and in those instances there may be little, if any, carry-over into civilian life. In others there *will* be carry-over provided we arrange for suitable opportunities at prices the veteran can afford.

I recommend a survey of the veterans in your community to find out what new leisure interests they have developed. With men who have been stationed all around the world, these interests are bound to vary considerably.

Army Recreation Was "For Free"

In the Army a man bowled or played billiards—for free; attended movies—for free or for a nominal admission; got high priced USO and other entertainment—for free; participated in social club activities—for free; had all the facilities of an athletic club available to him—for free; worked in hobby shops for free and even had materials, in some cases, furnished *gratis*.

What, if any, effect this experience will have on recreation programs I'm not prepared to say. I suspect, however, that it can be used to advantage in securing additional tax support for public pro-

grams—especially where the veteran is living on unemployment compensation or working at some one of the too many low paid jobs.

The Movie Habit

Because of poor recreation leadership in some instances, and because of sheer lack of facilities in others, movies became the backbone of many Special Service programs. Where the average civilian attends movies once a week, the soldier was provided with four or five, and the more he got, the louder he seemed to yell for still more. I suspect that the films reminded him of home and facilitated a vicarious enjoyment of the things he missed most. I suspect, also, that they may have developed a movie habit in many men. When you start sitting through four or more movies a week, you aren't attending because they are good movies —there aren't that many being made. You've succumbed to the ease with which movies enable you to kill time and forget your troubles.

Increased Co-Recreational Activity

The veteran has just returned from three or four years away from home and, in many cases, a good percentage of that time was spent without the company of the opposite sex. He has a lot of catching up to do by way of satisfying his desire for enjoying that company.

The alert recreation executive will acknowledge this fact and will both improve the calibre and expand the variety of his cafeteria of co-recreational activities.

The Recreation Horizon Spreads

Throughout the war I have been connected with a unit of the Army Air Forces known as the Air Transport Command—the organization which established routes and air bases around the world for the purpose of ferrying planes and hauling high priority cargo and personnel to the battle fronts. The Command has pioneered improvements in air transport which have advanced reliable air transport service to foreign countries by perhaps fifteen years. You can now go to South America, Europe, Africa, in less than a day's time, and it appears that transportation costs will soon be within the reach of a large percentage of our population's vacation budgets.

What does this have to do with community recreation programs? Well, short courses in foreign languages will be in demand for one thing, as will refresher courses in the geography, the history, the customs, of many of the countries within easy reach—courses designed to make vacations abroad more meaningful. They will also contribute to the development of that world citizenship consciousness about which I spoke earlier.

The Army has published considerable literature about various countries — particularly those in which our troops have been stationed. Self-teaching language courses, utilizing phonograph records, have also been designed to give a person enough of a handle on a foreign language to permit him to get around without too much trouble. These courses can, of course, also be used for group instruction where no professional language teacher is available. Even where such talent is available, use of the Army course can make an interesting activity out of what normally is a tedious and monotonous academic subject. Ask the Information-Education Officer of the military installation nearest you to demonstrate some of these for you. They are expendable and are bound to be surplus at many installations.

Supplies and Equipment

One piece of equipment the Army has used quite extensively in isolated locations and with which you may not be familiar is a combination carrier radio station and PA system which can be set up easily by anyone in ten minutes, which cost the Army around $200, which weighs around 100 pounds, and which comes in a small trunk type case. These units will broadcast a radius of about two miles and might be a handy gadget for use in summer camps—especially those built or operated on the dispersal plan.

Another development with which you may not be familiar are craft project kits which were sold through post exchanges. These are now available in arts and crafts supply channels in quite a number of projects and media. For example, a billfold kit contains sufficient leather, lacing and tools, to make a single

Recreation leaders from coast to coast now have or will very soon have to reconsider their programs in connection with the needs and demands of men and women newly returned to civilian life. In an address to the Society of Recreation Workers of America meeting at Atlantic City during the twenty-eighth National Recreation Congress, Major H. F. Moor suggests some of the ways in which the recent experiences with recreation as administered by the Army for the members of the armed services may influence civilian program-planning.

wallet. Placing these kits on sale at local stores or through your craft shops may help carry this program over into the home. Too frequently, I feel, we're too jealous of those attendance figures to think about helping elsewhere! Again, these kits are not surplus with the War Department, but are available through normal craft supply channels.

In an effort to provide ample reading materials at economical costs, the Army arranged with publishers for mass reproduction of best sellers in pocket-sized paper bound editions. These cost the War Department six and a half cents each. They were issued as expendable property and were scattered through clubs, day rooms, on planes — anywhere men might start to read them—and, I'm positive this did much to develop leisure reading activity. You may wish to investigate the sources of these materials with a view to making similar use of them.

As seems to be the case whenever another agency enters the recreation field, it has to put out its own publications, which, in too many instances are mostly rehashes of what already has been published elsewhere. Such, to a large extent, has been the case with the Army which has made wide distribution of paper bound publications in specific as well as general leisure fields. Since many of these will be excess with the closing of Army posts, and since they are expendable property, you might check with the nearest installation Special Service Officer and see if there is anything you or your staff members can use.

General Recreation Program Developments in the Army

By and large, the development of recreation programs in the Army has been a patience-trying business for those few of us with professional recreation experience. To begin with, officers in high places thought almost entirely in terms of entertainment and so selected, for the most part, professional entertainers in sports, music, and drama as recreation officers. Its programs were benevolently paternalistic as contrasted with being *of* and *by* as well as *for* the men, and throughout the war we've had to wear down this fallacious concept. We've made progress, however, to the extent that, in our Command, at least, several things have happened.

We've succeeded in writing into regulations the stipulation that programs will operate with advisory councils of enlisted men actively participating in the planning, organization and conduct of them.

We've succeeded in re-writing the all-powerful inspector's check list of Special Service activities so that he now looks into such things as whether activities are conducted on various levels of skill, as contrasted with the old check list which went little further than such matters as checking the number and location of fire extinguishers in the theater.

We've succeeded in publishing standards for Special Service Officers which emphasize the importance of recreational administrative experience as a pre-requisite for assignment to the job.

We've succeeded in publishing minimum program standards in the various organized leisure activity fields.

We now have official directives requiring weekly in-service training for Special Service staff members at base level. This was no trifling accomplishment in view of the persistence in some quarters that a month's pre-entry training was all that was required!

We even succeeded, recently, in publishing a directive requiring the use of psychological analysis of Special Service in making periodic program evaluations—and for some in the Army to admit that there was anything as complicated as psychology connected with recreational activities was a milestone!

Educational and Vocational Information and Counseling Service

One of the things on every veteran's mind is a job. What is he naturally best fitted for? Which pays the best returns? Which offers the biggest opportunity for advancement? What educational pre-requisites are involved?

The Army provided a leisure time vocational information and educational counseling service to help the soldier find the answer to these questions about a job. Many men, however, were not reached. Others weren't interested at the time. Still others have had to change their plans when faced with changed circumstances at home.

I am not trying to induce you to incorporate the fields of education and vocational guidance in your recreation programs, but, as professional people, we must recognize human needs which are bound to affect our immediate programs, and, in turn, attempt to provide solutions. A man who is wor-

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Outpost Centers

By JULIUS KEMENY
Commissioner of Recreation
Cleveland, Ohio

Print by Gedge Harmon

DURING 1944, the City Division of Recreation of Cleveland, Ohio, greatly increased its scope with the beginning of its Outpost Center work. Certain social studies as well as analysis of registrations in existing city-owned and operated centers revealed scant coverage of recreation services in several heavily populated areas. Examination of physical facilities in these areas showed that public or semi-public agencies owned rooms in which at least some recreation programs could be conducted.

It was decided that programs and group leadership offered by the Division of Recreation in facilities owned by public agencies other than the city and open to the entire community were to be regarded as outpost work. It was also decided that before a program or leadership be placed in such facilities, a definite need had to be indicated, such as a recommendation from a recognized social study, findings of a local area council or of a representative community group. Such plans were immediately forthcoming and necessary arrangements were made with the Cleveland Public Library System for a trial program.

Clubs, Drama and Small Crafts

The first Outpost Center was established in the basement rooms at the Quincy Branch Library in the latter part of January of 1944. It was thought that only a program for children of elementary school age was possible as space and operating hours were limited. However, registrations and analyses were made to determine priorities in serving the different age levels. A schedule of small crafts, club and drama groups was set up on the results of these findings. The community reacted so favorably to this meager program that it pointed up the need for more of such work.

Arts and Crafts

The second center was set up in the Intercultural Library where a program of collecting cultural objects and literature of all nationalities was already in progress. Basement rooms were renovated to provide storage space for equipment and supplies and were rewired to insure proper lighting. The plan for this spot was ideal. Ceramics, painting in oil and water, weaving, needlecraft and leather work could be offered and the library could be used as a source of information. The relationships between the group leadership and the library staff was, of necessity, very close. Their joint aim was to give the interested individual an opportunity for creative experience in his chosen medium in a place where source materials for inspiration and reference were readily available. This program was designed largely for adults and teenagers. The Cleveland Public Library now plans to house the Intercultural Library in its main building, so the Arts and Crafts program will, of necessity, be re-located.

Canteen

The third Outpost Center to open was the Twilight Canteen. This youth activity was highly successful from its outset and has helped considerably in evolving a blueprint for future cooperative ventures of this kind. A local unit of the American Women's Voluntary Service that had identified the need for a good youth program in that locality took up the lead in setting up the working machinery by acting as the community sponsoring group. They were also instrumental in securing the use of space at the East End Community Center for housing the canteen. The Division of Recreation then agreed to furnish super-

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vision, program advice and leadership for the effort, in addition to acquainting the general membership of the American Women's Voluntary Service and other volunteers with canteen objectives, patterns and problems. This phase covered a period of about three months. When the Twilight Canteen opened its doors, the response was tremendous. A large staff was necessary almost at once. The program was soon settled nicely and was accepted wholeheartedly by the community. Registration for six months totaled some 389 teenagers and the waiting list ran just under 100. Activities included amateur events and talent reviews, social dancing, table games and backgammon. In the short space of one year, this program is as solidly rooted, as well known and as satisfactory as many that have been operating for a long period of time.

For Younger Children

Immediately following this canteen was the Woodland Branch Library which posed several new problems. In this case, the rooms available for recreation use were on the same level as the reading rooms and charging desk of the library proper. This situation, naturally enough, placed restrictions upon the use of the rooms. A program of small crafts, music, dancing and club activities for children of the fourth, fifth and sixth grades in the near-by schools was decided upon. Here again, registration and attendance far out-distances available space and leadership—thus indicating an acute and unmet need. Operational difficulties still plague this program and it deserves a careful revamping and re-evaluation, but despite all this it has doubly justified its existence.

Housing Project

At the beginning of each fall and winter season, several housing projects requested at least part-time leadership in their community buildings. This seemed a logical extension of service. The projects with their large numbers of families and many children have physical facilities which are usually adequate for recreation programs. However, there is seldom provision for recreation leadership on the housing authorities' payrolls.

Policies

Shortly after the second or third center was established, it was apparent that a regular over-all policy for operation of these centers was necessary. Each center presented a different problem but the following seven principles have served well enough as a working agreement between the City Division of Recreation and any other agency which furnishes facilities or houses activities.

1. Need for workers shall either be indicated by a recognized study or a local civic group.
2. The content of a recreation program shall be determined by facilities, registration and knowledge of community needs as noted by an advisory committee or an area field worker and the City Recreation supervisor of the given district, or by all together.
3. Final responsibility for interpretation of such a program will rest with the head of the agency furnishing the facilities. Because of this responsibility, he will also have control of workers and local policy through the City Recreation supervisor.
4. The City Recreation supervisor in such an area will advise and personally supervise such workers as are assigned and will be responsible for turning in such reports as are necessary.
5. Responsibility for supplies shall be shared by the agency and the Division of Recreation whenever possible.
6. Local sponsors may warn recreation staff members in case of defection.
7. It is understood that participation in recreation programs is open to the general public.

The attendance, age range and enrollment statistics at twelve Outpost Centers which are given below cover a period from January 1, 1945 to September 30, 1945.

Enrollment 6,019
Age range.....from three years on
Total attendance 187,622

Leadership statistics show that not all Outpost Centers are provided with full-time recreation leadership. Specialists visit some of the centers on a regular schedule. The per capita cost of service *per contact* between January 1 and September 30 of 1945 was $.0424. The per capita cost of service *per registration* for the same period of time was $1.318. In the nine months $7,899.53 was spent and an additional $1,402.86 was estimated as necessary for the rest of the year. The total figure for the year's operation, therefore, would be $9,302.39.

The chief advantage in operating Outpost Centers is the remarkable extension of service possible and the increased usefulness of existing public buildings. In the case of outpost work, John Doe is the real beneficiary.

Britain Plans for Recreation

By GILBERT MCALLISTER
Member of Parliament for Rutherglen

FOUR OUT of every five people in the British Isles live in towns. That is the extent of urbanization in this crowded island, in which the working hours of so many people are so largely devoted to manufacturing articles out of raw materials imported from overseas.

It is a fact that has given rise to much concern in Britain itself, for many reasons. It means, for example, that while there has been a great advance in living conditions generally, the townsmen and townswomen and the children of the town are cut off from one of the best ways of maintaining health, efficiency and happiness—recreation in the open air. It does not matter greatly what form that recreation takes, whether it be leisurely walks through pleasant country, strenuous hikes over moorland, stiff mountain climbing, or participation in sports such as football, cricket, tennis, swimming, or golf.

Space Congestion in Britain

The sad fact has to be admitted, however, that in the towns and cities of Britain today there is just not sufficient open space to make participation in games possible for more than a third of those who wish to take part in them. In London, for example, the London County Council has to limit each cricket club to the use of any given pitch for six games a season, while every football club is restricted to the use of a pitch for seven games in the season.

That was a serious problem before the 1939-45 war. It will become much more serious now if, as is believed, increased production per man per hour in the factories leads to the possibility of an even shorter working week than the forty-seven-hour-week commonly enjoyed before the war. The recreation problem will become more acute as the industrial workers obtain more and more leisure.

Standards for Areas

Fortunately, considerable attention has been given to the matter, particularly by an influential organization known as the National Playing Fields Association. In the United States of America,

A maypole on the school playgrounds

town planning experts recommend a minimum provision of public open space of five acres per thousand of the population. The National Playing Fields Association recommends a minimum of six acres per thousand in Britain. Ideally eight acres should, they say, be provided—five acres (to be made up of four acres devoted to team and other games, and one acre for gardens and amenity purposes generally) and a further three acres of playing fields per thousand of the population for colleges, schools, private sports clubs, and the recreation grounds of industrial firms.

London of the Future

Today, in eight of the largest cities of Britain the total open space provided is rather less than two acres per thousand of the population, but in the new plans, steps are being taken to correct this. In Professor Sir Patrick Abercrombie's Plan for the County of London, for example, provision is made for seven acres of open space for every thousand of the population. Of these, four acres will be located in the County of London itself, the remaining three acres in the Green Belt which is to set a limit to the expansion of London and which will be permanently reserved for agriculture, recreation and the quiet enjoyment of the countryside.

This is a bold plan but is not unrealizable. It will be integrated too, with other proposals now under consideration for the provision of National Parks, coastal reservations, and the preservation of places of special beauty.

Within the town itself, the new playing field spaces will make provision for every section of the community. For small children there will be a number of small playgrounds equipped with simple gymnastic apparatus, where youngsters may play safely away from traffic. For children of ten years and over it is expected that suitable playing space will be provided by the education authorities in playing fields attached to the schools themselves. That would be in line with traditional British methods. For adolescents and others who require larger areas for team games, pitches and other

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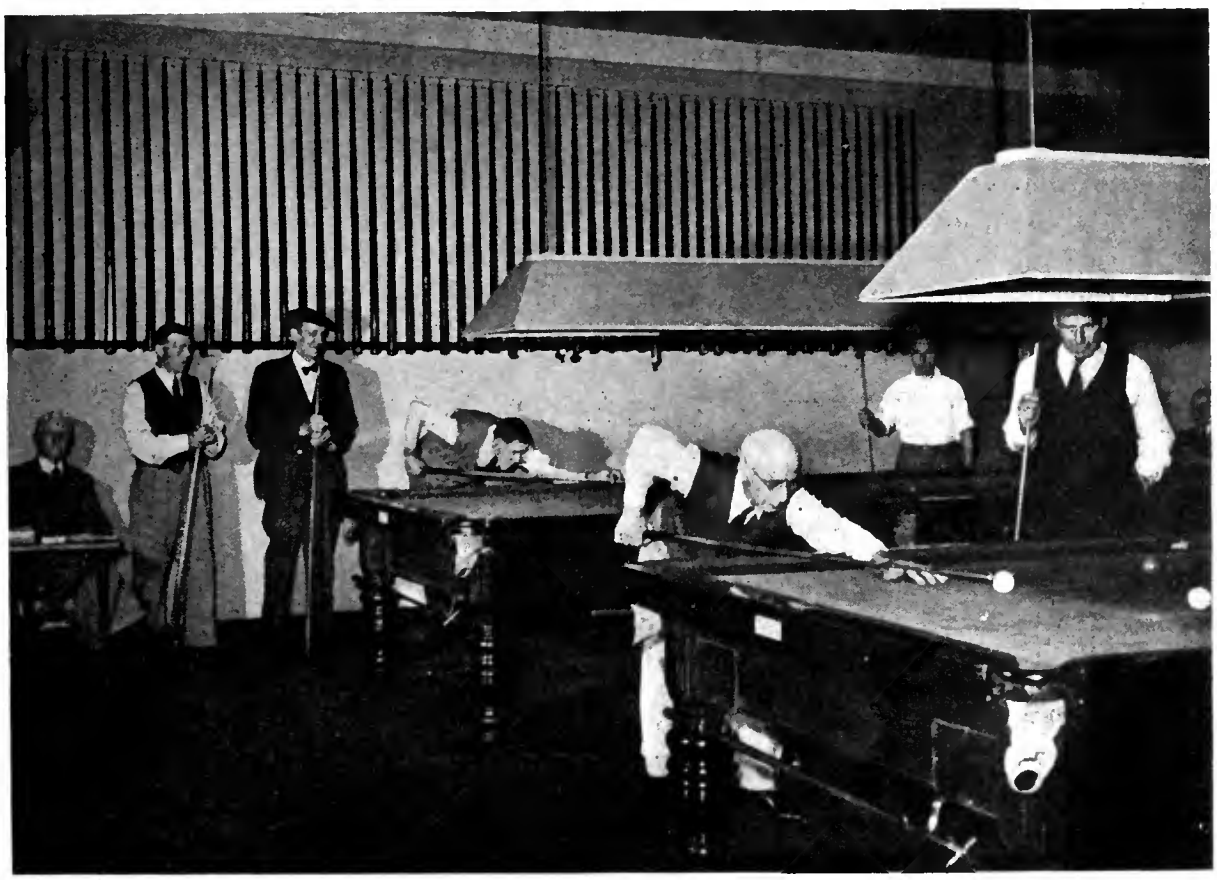
Britishers play billiards in the village college game room



Derby Day in Burbank

By ARTHUR J. JACKSON and WOOD GLOVER

THE FIRST SOAP BOX DERBY in this area was held this winter under the joint sponsorship of the Burbank Y's Men's Club (Men's Service Club of the Y.M.C.A.) and the Burbank City Schools Playground Department. It was generally felt that this derby was a successful experience despite the dearth of such materials as wheels and axles. However, in order to insure the success of the venture, it was necessary to interpret and promote the idea throughout the community.

The value of this kind of activity is, of course, recreational from the standpoints of participants and spectators, of the skill practiced in constructing the cars and the value of boy-father cooperation. We felt, too, that the derby was valuable because it gave various city agencies and departments an opportunity to work together. Five members of the police department, for example, patrolled the course and helped out in other ways. Other agencies cooperating were the Street Department, Public Service Department, and City Schools—through which publicity and information were distributed to the participants.

Organization

The Y's Men's Club, under its president, initiated the idea of the Soap Box Derby and its organization was carried on through this club. Incidentally, the event proved to be of great value to the club itself because it fostered group morale. The club was divided into nine committees with every member working on one or more aspects of the project. The functions of these committees were as follows:

The *Rules Committee* met first for the purpose of setting up rules and specifications to be followed by the contestants. National Soap Box Derby rules were adopted and mimeographed booklets were made up for distribution. This committee was also in charge of inspection of cars and the interpretation of rules.

Inspection of cars began two weeks before derby day so that the boys would have an opportunity to make any necessary changes. Final last minute inspections were made in the two-hour period immediately preceding the preliminary races. Valuable suggestions to this committee were made by the Los Angeles County Parks and Recreation Department.

Another duty of the Rules Committee was to establish the method of running off the races. It was arranged to have preliminary runs between 10:00 A. M. and noon. Each contestant was given two preliminary runs and his best time was recorded by the registrar. Elimination heats were set up for the final events in the afternoon between

Line-up for the finals

They're Off!

2:00 and 4:00, and the contestants ceded on the bracket according to qualifying time made in the preliminaries. At the quarter finals in each division the three first places were selected on the basis of best time.

The *Course Committee* was assigned the difficult job of selecting the hill to be used. A 1,280 foot course was marked off on a smooth, concrete pavement. This street was divided into three six-foot lanes using conventional lime liners borrowed from the Athletic Department of the Burbank City Schools. A truck was obtained to bring cars and drivers from the finish line, around the block, to the starting line.

The *Promotion Committee* was felt to be a key one, particularly in this first year. This committee distributed the rules pamphlets and entry blanks through the school playground department in the high school, junior high schools, and the elementary schools playgrounds, and through Hi-Y Clubs. Motion pictures of soap box derbies held in other districts were obtained and shown in boys' assemblies at the various schools, with opportunities for questions after the show. A steady stream of news articles and pictures were sent to the local newspapers with information concerning the event. Arrangements were made for the display of trophies in centrally located store windows in the business district with suitable promotional signs.

Probably the most important work of this committee was making calls at the homes of the contestants during the last two or three weeks preceding the race to encourage and assist the boys and their fathers in any difficulties. A shop teacher at one of the junior high schools helped contestants in need of mechanical assistance.

The *Awards Committee* selected and purchased

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Living Memorials in the Recreation Field

By HOWARD JOHNSTON

DURING THE next ten years communities all over the world will be spending millions of dollars on war memorials. Small groups in many communities are already making plans. Unless there is to be duplication and a crop of unsymbolic, unusable and ugly memorials, there must be intelligent action by community leaders now.

Although statues as war memorials are declining in favor, sentiment for them is still strong. Groups advocating statues fail to realize that only the best stirs appreciation, that even the best usually shows an unreal, glamorized war and, moreover, that neglected statues already burden the land.

The idea of having the memorial serve the living received great impetus after World War I and resulted in several fine auditoriums, swimming pools, stadiums, libraries, hospitals, parks, playgrounds, and recreation buildings. Many living memorials, however, were white elephants. The desire to have living memorials is now stronger than before—as is the tendency to produce white elephants! This is how white elephants are born.

Recently a veterans group in a small city decided to build a living memorial for their boys. To raise funds, benefit games, benefit dances and benefit sales are being staged. The good people are exhausting themselves to build what they think will be something wonderful. The blueprints, however, call for a queer looking little building — a building entirely inadequate for recreation or even for meetings. Moreover, the building is to be for veterans only; young men who worked long hours on the home front are to be excluded. No provisions have been made for program, leadership or maintenance. It is easy to predict that if this building is used at all it will be as a loafing place for less ambitious veterans and that many good people will be sadly disappointed.

To avoid all this the starting point must be to determine who and what are to be memorialized. Those who gave their lives should certainly receive first honor. However, great honor should go also to those who were disabled. Moreover, honor should go to all those in the armed forces and to all those on the home front who gave of themselves unreservedly to the common cause. It was this spirit of devotion to a common goal that has opened the possibility of freedom, justice and abundant living for everybody. This tremendous, world-wide effort toward the successful completion of a great objective is our finest war heritage and is what should be symbolized in war memorials.

Memorials should challenge every generation to face the gigantic problems of community development and world unity with the same devotion and united effort achieved in this war.

A recreation facility, especially a recreation building or recreation park, can best memorialize this spirit and these people. First, it serves the recreational aspect of community living—serves a "good thing," and "end" for which we fought. Second, it can serve all ages and all groups along lines which are creative, expressive and unifying. Third, it can serve to increase tolerance and bring better understanding of other nationalities, thereby lessening the probability of another war. Fourth, it will receive more wholehearted backing than any other memorial proposal.

To assure that the recreation facility will fulfill its mission, correct principles must be followed. The needs of the community must be thoroughly considered. A comprehensive survey might be necessary. The recreation program—its character, extent and range of activities — should be studied and planned. Does the community need a bigger indoor sports program? How about community-wide drama, music, crafts, photography, social recreation? Are both the participation and appreciation aspects of these fields developed as much as they

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Howard Johnston speaks with authority on the subject of war memorials. For he is one of "those in the armed services . . . who gave of themselves unreservedly to the common cause."

Now on the staff of the National Recreation Association, Mr. Johnston was but recently discharged from the Army with the rank of major after serving three years in the Pacific with the 43rd Infantry Division, first as a machine-gun platoon leader and then as Division Special Services Officer. Before going into the Army he was Superintendent of Recreation, Centralia, Illinois.

The Ways of the People

By SARAH GERTRUDE KNOTT
Founder and Director
National Folk Festival

WHEN THE FIRST National Folk Festival was held twelve years ago in St. Louis, Missouri, we were in the depths of a great depression, bowed down with national economic problems. On the heels of that depression came World War II.

Almost overnight we changed from a nation of isolationists to champions of international cooperation.. All at once the need for understanding the peoples of the world dawned upon us. We became aware of the necessity for developing mutual appreciation among the varied races and nationalities that call the United States home. Gradually we have come to see that the wealth of deep-seated folk traditions, transplanted here from other lands furnish a key to the understanding of our own varied people and the peoples of the world.

The National Folk Festival has been one of the ways of demonstrating these living traditions as they are put to the uses of culture and recreation. Many of the people who took part in the National Festival came to it from community festivals. Eighteen small gatherings in the Arkansas and Missouri Ozarks, four regional festivals in Tennessee, thirty in Texas communities, 200 in the Spanish American and Anglo communities of New Mexico were set up at various times as means of finding talent for the larger-scale activities.

But, as the need for recreation for young and old became more insistent, the community plan assumed importance for its own sake. If enough properly planned local festivals were held in different communities the whole country would become more conscious of the value and the significance of folk traditions. Widespread interest could do much to hold these traditions of the past for the uncertain future.

New Interest

On every hand we see evidences of the first general awakening of interest. The younger generation once looked with scorn upon these "old timey" recreational forms, but now many of them are dancing and singing with pride in the cherished heritage of their fathers. Writers, poets, artists of all kinds recognize that here is a fountain source upon which to draw for inspiration and pattern in creative work. Educators see its value in community activities for breaking down prejudices and realizing a more genuine national democracy. Recreation leaders, music and dance teachers are incorporating folk songs, music and dances into their program as never before.

Need for Standards

There is much activity, but if there is to be lasting value from all this interest, thought must be given to setting common standards among festival leaders, recreation directors and teachers. As long as folk activities were confined to those who had inherited the expressions, this was not so necessary. Up to the present time our folk traditions have, in the main, been carried on as unconscious arts by those who inherited them. The changing picture of life in the United States, the onward sweep of new civilization makes the conscious approach toward revival and teaching necessary, as it has been in older countries in similar transitional periods between pioneer and "grown-up" days.[1]

The interest apparent today is likely to pass as a fad unless leaders uphold standards of authenticity, unless we see more than temporary activity in folk presentations. Just how to create and put into operation a plan for guiding and directing this new interest, to maintain standards without too much standardiza-

The National Folk Festival, held annually except during the war years, has done much to make the people of the United States conscious of their varied cultural background. This year the Festival will be held in Cleveland, Ohio, May 21-25 under the auspices of Western Reserve University and the Cleveland Sesqui-Centennial Commission.

Local and regional folk festivals, too, can help make Americans aware of the customs and cultures of many lands that have come into our ways of living. Sarah G. Knott, Founder and Director of the National Folk Festival, speaks with authority on the local scene. Her comments on these pages are reprinted by permission from an article published in the *California Folklore Quarterly* and titled "The National Folk Festival After Twelve Years."

1. *The Community Folk Festival Handbook* is a step toward setting up some kind of standards. It is based on the experiences of the leaders in the National Folk Festival movement. It is published by the Evening Bulletin Folk Festival Association, Bulletin Building, Philadelphia, Pennsylvania.

tion is a problem not only of the community festivals, but of the National Festival as well.

England and America

In England the revival and teaching plan has been in use for about thirty-five years. Common standards have been set for leaders. There is the inspiration of a common goal. But England and the United States have decidedly different problems. The size of our country, the greater variety of types of our folk expressions, the individuality of our leaders, and the newness of our folk interests, make our problem more complex and challenging than England's.

If plans could be made so that those newly interested could share the experience, knowledge and standards set up by festival directors who are steeped in traditional lore, much more good could be accomplished for the community. At first, academic folklorists worked independently without a common plan of procedure. Gradually, a plan evolved and standards were set, made up of experiences of those who had worked in the field. Undoubtedly the time is ripe for festival leaders to attempt to set common and genuine standards in the use of folk expressions, as folklorists have already done in scholarly work in collecting, recording, and analyzing them.

The Pattern of Folk Materials

For the first several years the National Festivals were held, we were conscious only of enjoyment—of color, variety, the differences of the songs, music and dances on the programs. As time has passed and we have seen the varied groups over and over again, in community and national festivals, a general pattern has unfolded into which many of the folk expressions fall, regardless of the color of the participants or the nations from which they come. We have recognized more similarities. We are convinced that something universal runs throughout the traditions of many of the groups, proving fundamental kinship. The costumes vary, the inexplicable differences of character and temperament are revealed, the details of execution differ, but the basic similarities in origin, pattern and subject reflect the same elemental urges. We could cite any number of examples of the fundamental similarities we believe we have found which unite rather than divide our people.

But too many of those people still retain Old World animosities here in the new land. Old Americans sometimes feel that our new Americans do not have the same stake or deserve the same fortune as descendants of early colonists. There are those among us who foster and kindle prejudices based on racial, ethnic or religious differences. We must somehow find a common ground of mutual respect, measuring up to our fathers' belief that "all men are created equal." Just how to do this is recognized by many as one of the most serious postwar problems. Folk activities cannot solve it, but democratic use of them can help to do so.

Early American scene re-enacted in Philadelphia, Pa.

Better acquaintance with folk traditions and what they mean to those who possess them, inevitably improves the capacity to deal with peoples. We now recognize this fact and are making plans for international cultural relations to help us deal more intelligently with the peoples of other nations. If we know these deeply rooted myths, legends, fairy tales, proverbs, superstitions, folk songs, music and dances we have a basis of understanding the people to whom they belong. If we fully appreciate the wealth of folk traditions which have poured into our country from all over the world the peoples of every nation will be understandable.

Patterns from Other Countries

During the years that interest in the festival movement was developing in the United States, other nations, large and small, were initiating national folk festival movements, encouraging interchange of folk expressions among the people of their countries. The war was responsible for added stimulation. When danger to the old way of life was threatened in many countries people saw the necessity, not only to protect boundary lines, political and economic systems, but to maintain the more intangible manifestations of the spirit of the nations as found in folk songs, music and dances.

Since 1911 National Folk Festivals have been held in England. Since that date, too, England has carried on a "teaching and showing" program. In 1935 the English Folk Dance and Song Society played host to the first international Folk Dance Festival which was held in London. Eighteen European nations participated. One of its objectives was the encouragement of friendships among the peoples of Europe through interchange of folk dances. That particular effort toward international understanding was not immediately effective. Yet, it was the beginning of a significant movement. Succeeding international festivals were held in Hungary and in Sweden. Then war came. Even while England was fighting for her life the English Folk Dance and Song Society carried on the nucleus of their national project and made postwar plans for closer cooperation and interchange of folk songs, music and dances among the folk groups of other European nations, especially among those whose governments were given a home in exile in England. "The tougher life becomes," said these Englishmen, "the more necessity we see for preserving all the elements of our culture."

Since 1933, Russia has especially encouraged the republics of the Soviet Union to preserve the traditional heritages of the multi-national cultures that make up the Union. Folk Dance and Song Festivals have been held in different communities of the various republics, and from these representative groups were sent to Moscow for a great national event. Soviet officials recognize that these democratic festivals have played a most important part in developing that unity and understanding among more than a hundred national groups in the Soviet Union which astounded the world in recent years. Throughout the country the old minstrels and other untrained folk artists are highly honored and always encouraged. Folk expressions belong to no one class. They permeate Russian life. The current offer to exchange typical Russian folk pictures and other materials with folk leaders in our country, is definitely an effort to establish better mutual understanding as a basis for future relations between the Soviet and our country.

If we doubt the part folk traditions can play in uniting people and keeping alive national spirit, we have only to remember Poland, Czechoslovakia, Lithuania, Hungary, and other small European nations that have been divided and subdivided every few generations for centuries. Folk expressions, often reflecting some great period of history, always revealing the spirit of the past, have done more than anything to give modern people a pride in background, to bind them together and make them feel that the future is worth fighting for.

We, in the United States, cannot afford to overlook the significant part folk traditions have played in older countries. We should not fail to see the trend of the present. If we are wise we shall, like the two-headed Roman god Janus, look back at the same time we look forward. We should bring to the present the best of the cultural life of all of our people, to serve us as we lead out as one of the world's great cultural and spiritual ambassadors. We face the uncertain future of a highly developed, scientific age, with the boundary lines of nations broken down. In that future we now know that we must depend upon more than military power to keep the peace. The much talked of "new brotherhood" must become a reality. Cultural and spiritual activities must be given consideration for they are forces that bind nations together in a universal community of peace.

We are testing one of the world's greatest experiments in democracy, attempting to prove to

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Our Lively Children

Prints by Gedge Harmon

"CHILDREN ARE NOT merely people; they are the only really living people that have been left to us in an overweary world." This penetrating observation, along with others of equal wisdom, was quoted yesterday in *The Times Book Review,* by J. Donald Adams, and was uttered some years ago by Kenneth Grahame, the author. Grahame coupled it, when he made the remark, with a quotation from Walt Whitman: "To me, every hour of the day and night is an unspeakably perfect miracle." This is something, according to Grahame, that any normal child will instinctively agree with.

We agree with it also, summing up as it does so well the exuberant enthusiasm of childhood, a source of infinite pleasure to all who behold it at close range, and, we may as well admit it, a reason why parents grow old and careworn before their time.

The Day of a Child

There is good reason to believe that the enthusiasms of a small boy will outrun those of his sister, although some will want to argue the point. He is an early riser and inclined to be a noisy one. His zeal for getting up, however, does not extend to immediate dressing and preparation for school. He must be driven to that later by exhortation and denunciation. He may, if he senses any early morning weakness, trot stealthily downstairs and fix himself a bowl of cereal to dull the edge of appetite, but soon he is back in his room again ready to start an unceasing and multitudinously varied round of activity that will not flag until he is pushed into bed again at night.

It is interesting to observe that his first acts in the morning are often, if not usually, a continuation of what he left off the night before, unless that happened to be homework. He will be working with his stamp collection, reading or devising a new card trick, long before adults in the household drag themselves reluctantly out of bed to start the new day.

Placid Breakfast Hour

By the time he sits down at the breakfast table he will have reduced to new chaos and disorder his room which he was forced to straighten before retiring; he will have listened to a few programs on the radio and brought himself abreast of the news to a limited extent by broadcast and Page 1.

He will have no part of the adult philosophy that breakfast is a time for moody and solitary contemplation. He is bursting with new ideas and abstruse questions, an ardent conversationalist and a reluctant listener. He has pronounced ideas about what should be on the breakfast menu and is quick to voice his displeasure when it doesn't come up to specifications. Hot cakes or waffles are his particular pleasure, but anything a little difficult or time-consuming to prepare will do as well.

His enthusiasms do not extend to brushing his teeth, washing his face and combing his hair, and his mother is likely to be in a state of exhaustion, ere the day is well begun, by the time she has put him into rubbers, a coat of proper weight and a cap to start the trip to school.

The Day at School

Only a teacher can properly pay tribute to the inexhaustible energies of a young boy in the schoolroom, but enough of the tale is carried home to fill in the picture. This may entail some spitball throwing; a tussle in the cloakroom in which a front tooth is broken off; the canvassing of the entire school faculty with some magic age cards to determine the hitherto carefully safeguarded ages of all the teachers; a disciplinary trip to the principal's office to discuss soberly the right approach to learning, and finally wind up with a street fight

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Kingsley House Goes on the Air

By NANCY EVANS
Program Director, Kingsley House
New Orleans, Louisiana

FIFTEEN MINUTES on the air! What on earth would we be able to do with it? But there it was, a chance to tell the world all about our Movie Club and the work its members were doing in cooperation with a civic organization, putting on a weekly children's movie program at Kingsley House. It was too good a chance to miss.

That was in November, 1944, over a year ago. What a time it was! Should the staff write the script? Should members write it? Who on earth would be in it? Was there anyone who had ever been before a microphone? Could we get someone to advise us? Wasn't it too sudden? We had only two weeks! What could we tell about the Movie Club that would be of interest to an early morning listening public? These and many other questions came up and were discussed by staff, movie club members and any one else who would listen.

The result of all this talk and commotion and excitement was our first radio script, written by a staff member who was the leader of the Movie Club and could consult with its members after each sentence. It was called *The Show Goes On,* not a very original title, but highly significant to those who were working on it. And it did "go on." When it was over, one look at the faces of the Movie Club boys who had broadcast it told the staff that here was a wonderful experience that meant a great deal to all who had anything to do with it. And so, by mutual consent, we asked the radio station for further time on the air. To our surprise we got it—fifteen minutes once a month.

The flush of our recent experience quickly faded before the realization of the responsibility we had undertaken. Our first attempt had shown us how little we knew of radio techniques. We needed organization and knowledge to get the most out of the experience that was ahead of us. What was the best way to go about it? What sort of subject matter should we use? What would be the purposes which would justify the use of fifteen minutes of the radio's time each month?

The staff agreed on certain objectives. Our chief concerns were the members who participated, the settlement, and the listening public, in that order. We had already seen signs to prove that radio was a stimulating experience. We knew that it was a perfect means for broadening experience and a wonderful opportunity for informal teaching along many lines. That it was an excellent way to improve public relations was apparent. The listening public, as yet an unknown quantity, would prove the effectiveness of the work we were undertaking. And we knew that this was a long time project, which would require the development of skills and the acquisition of knowledge, as well as much learning by trial and error.

Four scripts written by various staff members dramatized subjects which were directly or indirectly connected with the work of the settlement or the neighborhood in which it is located. One was written around the Toy Library Club and its service to the community in lending toys to children in the same manner that libraries lend books. It was called *Toys to Lend.* In another the history of the settlement house was described, and the various buildings at Kingsley House were allowed to speak of their past. The story of a famous woman of New Orleans, whose excellent business

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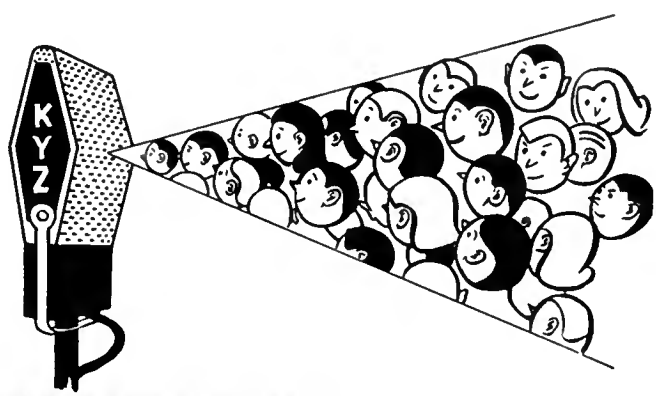

What They Say About Recreation

"THE BUILDING of the structure is only the beginning. Its yield in richness of life must be the ultimate test of its value to human beings."—*Porter R. Lee.*

"The greatest challenge to educators today is to teach our people how to use leisure time in a wholesome and constructive way."—*Hugh F. Baker.*

"America is different. We must remember this; and we must emphasize it. We can live and play together; and the more we play together, the more we shall understand each other and be willing to cooperate for national unity."—*Dr. James M. Yard.*

"Play should never appear as a duty, but as something pursued joyously, spontaneously, with enthusiasm, to give color and richness and meaning to life."—*Earnest Elmo Calkins.*

"Leisure is an economic investment, and out of it will come new industries in the field of recreation, and opportunities for intellectual and spiritual advancement. Industry faces a new challenge today—the development of all human values."—*Frances Perkins.*

"Intellectual and cultural pursuits stand out as leisure-time pursuits of great importance. Meager indeed are the lives of those who have developed no appreciation of the artistic and aesthetic side of life."—*Jesse F. Steiner.*

"Youth is responsive to unusual and novel appeals. It has curiosity and it is experimental. Youth tends to make independent appraisals and thus form its own judgments. . . . And youth has, for the most part, an instinctive sense of justice."—*Chester H. McCall.*

"Leisure is what you make it. It may be your greatest blessing or your greatest curse. You determine its quality, and its quality also determines you. In the old era, the job determines the worker. In the new era, leisure determines the man."—*Walter B. Pitkin.*

"Perhaps one of the most significant ways of relating our leisure to living in its richest sense is through hobbies, avocational interests that sometimes become vocational, interests that grow as we grow."—From *Hobbies.*

"Unemployment is not leisure. Leisure should be without fear, without worry; it should be the hour of joy—satisfying joy resulting from a consciousness of work well done, as a contribution to society, whether it is in the form of manual labor or in the form of a song."—*Dorothy C. Enderis.*

"The media for the expression of art are innumerable, and the forms of art are inexhaustible; they are enhanced by use and lost only when ignored."—*John W. Higgins.*

"In times like these it is necessary for us to hold fast to the belief that the great tradition of knowledge and beauty is not the exclusive privilege of the elite, and to devote ourselves unremittingly to making this cultural heritage available in the fullest possible measure to the greatest number of our people."—*George E. Vincent.*

"Play is one of the most important spiritual forces in the world. Bottle up the play life of boys and girls, or let it be perverted to evil ends, and we have hurt their characters beyond any power of preaching to undo the wrong."—*Harry Emerson Fosdick.*

"If education for leisure is to succeed there must be more and better facilities for handcraft, dramatics, music, reading and the rest. They must be brought into neighborhoods where people live."—*Clarence E. Sherman.*

"The kind of pleasures you enjoy indicates the kind of person you are. Pleasures shared are likely to be among the finer sort. . . . When the race has learned the art of enjoyment, it will unlearn the disposition to harm."—*Dr. William Hocking.*

"It is dangerous for people to be without joy. In such soil the most frightful excesses grow up like cabbages."—*Robert Nathan.*

Recreation Activities in San Francisco's Housing Developments

By JOSEPHINE RANDALL
Superintendent, Recreation Department
San Francisco, California

THE COOPERATIVE agreement between the Recreation Department and the San Francisco Housing Authority, insofar as we are able to determine, is unique. At the time of the opening of the first housing project in San Francisco in 1941 the Recreation Department, at the request of the Housing Authority, assumed responsibility for recreation in all housing developments in San Francisco where usable facilities are available. With the growth of defense housing and the tremendous development at Hunter's Point, responsibility and opportunities to serve increased at an unprecedented rate.

At the present time the Recreation Department operates centers in fourteen housing developments and in the adjoining areas. Attendance at these centers averages around 55,000 to 65,000 monthly, depending on the season of the year. Centers are open under supervision for at least twelve hours a day (fourteen hours on Fridays and Saturdays) and on Sundays where the centers are unoccupied by churches.

Originally we were not called into the planning of recreational facilities. However, during the past two years we have participated in all planning for recreational areas and the huge new Hunter's Point Gymnasium. The Housing Authority has signified its intention of asking our participation in restudying plans for new permanent developments completed before the war with a view to making them give maximum recreational service in so far as finances and space make this possible.

Experience—Satisfactory

The experience in San Francisco has been satisfactory in its present setup. This is particularly true when the rapid and enormous expansion is considered in the light of required services and lack of trained or experienced leadership. Right now, nearby cities are facing a tremendous problem in the continued need for service and the withdrawal of Lanham Act Funds.

During the present fiscal year we were granted a budget through tax funds of $75,681 for recreation in defense of housing developments alone. This does not include our services in the three centers serving permanent housing developments as money for these centers was already set up in our budget.

At the close of the fiscal year 1944-1945 we had completed two years of service at Hunter's Point. At a time when trained leadership was acutely needed it was not available. In order to meet this situation a continuous in-service training course was carried out weekly during the entire year. Toward the end of the period several qualified Negro men and women had gained their required year's residence and it was possible to obtain their essential services.

Special Problems

Within very recent months Japanese-Americans returning from re-location centers have been housed at the Southgate Development, a unit designed for dormitory purposes. Hundreds of these citizens of San Francisco, unable to find housing, are placed under War Re-location Authority's supervision in this area. We are trying to serve this group at the Southgate Center along with others who live in the area. Our problems have been complicated by the fact that the cultural patterns of the two main groups served. Negro and Japanese, in this particular area have been widely divergent.

Where the housing development is not isolated, it has been quite possible to serve both the housing development and the neighborhood to the benefit of both groups. There seems to be *no* distinction between residents of the projects and the surrounding areas.

Where the housing development is isolated it has been very difficult to erase distinctions between project tenants and people in other neighborhoods.

In the two-and-a-half-year period the Recreation Department faced unprecedented expansion in facilities and services needed in defense housing developments. The period brought an era which, in this particular area, has been highly exploratory and experimental. The problems which arise in the integration of racial groups and in attempts to bring recreational services to twenty-five thousand persons, most of whom are newcomers to our city and state and are concentrated in one fairly isolated district, are often involved. Acquainting people without previous experience of opportunities for organized recreation activities has been deeply challenging.

There are many areas of service which remain untouched, but foundations have been laid for future expansion in recreation activities that will stand even under considerable stress. Some standards that are fundamental to the success of our program have been developed and accepted. A nucleus of staff members with experience in this new field is now at work.

Challenges

Among the challenging and interesting problems presented are the following:

1. Dormitories have housed not only men of all ages, but many young boys sixteen and seventeen years of age and older.
2. The great majority of boys were far from home for the first time and have had earning capacity far beyond that involved in any previous working experience. Employment for this group is now rapidly diminishing.
3. Many adults were separated for the first time from their immediate families and have lived in situations which are unfamiliar in every way.
4. Negro and white men and women work together, eat in the same cafeterias, and are housed in identical facilities for the first time in their lives.

   NOTE: Many of these people, both white and Negro, come from the deep South.
5. The leisure time of workers varies according to the shift on which they are employed.
6. At a time when leadership of the highest calibre is essential, it has been most difficult to obtain. The rate of pay for new staff members remains at $165 per month, when highly trained, experienced and skilled services are essential.
7. Civil Service regulations requiring a year's residence in San Francisco have made it most difficult to obtain the services of qualified Negro leaders. This condition has eased during the last six months as residence has been achieved by some qualified persons.
8. With few exceptions recreation leadership in housing developments is offered twelve hours daily, six or seven days a week. This procedure is unique in the Recreation Department and creates additional personnel problems.
9. Several centers operate on a seven-day week schedule.
10. With the exception of centers serving dormitory residents, recreation centers serve all age groups; pre-school children — teen-agers, and adults of all ages. From the standpoint of program, this situation is challenging indeed, especially when facilities and outdoor areas are limited.

Each center provides a light spacious game room with facilities for pool, table tennis, checkers, chess, and many table games. The scope of the program covers a wide range of activities.

Many Values

The values resulting from provision of recreation leadership, facilities, and programs are many. Newcomers are more content. This is especially true in defense housing. Adults find a sense of security in a small, local, social situation or activity which often is not felt in a large community. Parents are relieved of worry about their children when they are in supervised areas. Children become adjusted to a new community and are happy in it when they feel a part of it through their activities. Delinquency is kept at a minimum if the recreation program is vital. (In the total Hunter's Point area during the peak of occupancy, a Juvenile Court Report indicated fifteen official cases during a six months period.) Newcomers are given new leisure time opportunities and establish new leisure time habits.

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Many communities facing continued and serious shortages in housing and the withdrawal of Lanham Act Funds are hard put to it to provide proper recreation facilities in wartime housing developments. In San Francisco the Recreation Department and the housing development authorities have worked out a cooperative plan that is agreeable to both parties.

Miss Josephine Randall, Superintendent of San Francisco's Recreation Department, explained the current setup for delegates to the twenty-eighth National Recreation Congress. Her talk is given here in full so that those recreation workers who were not able to hear Miss Randall may know what San Francisco is doing in this matter. A summary of the section meeting on recreation in housing developments will appear in the *Proceedings of the Twenty-Eighth National Recreation Congress* which is scheduled for release in late March or early April.

Playtime at Goodyear

By R. H. CONNOR, JR.
Public Relations Department
Goodyear Tire and Rubber Company

THE WHEELS of a huge industry now turning at top speed to meet the rubber needs of a world again at peace are being guided by the sure, steady hands of nearly 17,000 employees who have learned to work and play hard. In Akron, Ohio, the Goodyear Tire & Rubber Company is continuing to expand an extensive program of education and recreation that has long since proved its worth in increased efficiency and pleasant employe relations.

Headed by W. H. Edmund, Goodyear's director of education and recreation, the program embodies every phase of recreation and education which it has been possible to integrate in the off-duty hours of production and office workers. Edmund is also president of the National Industrial Athletic Conference, organized in Akron last June, with a potential membership of twelve large mid-western industries.

Facilities—Indoors and Out

Activities center around Goodyear Hall, six stories high and long as a city block. The Hall was built in 1920 and in the first years of World War II was used to house certain production departments of Goodyear Aircraft Corporation. However, the building was again opened under its peace-time program when new space for the war

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"Every Saturday the gymnasium is open to hundreds of boys"

Leadership and Recreation

By S. R. SLAVSON

AS RECREATION assumes a deeper meaning, the role of the leader correspondingly varies and expands. There was a time when the leader's duties consisted mostly of supervising spaces, supplying and keeping in repair sport goods, initiating and directing activities. His chief assets were a knowledge of special skills and an ability to carry through a program. But as the understanding of recreation and its relation to the total personality and the modern community emerges, the leader's role and functions are being revised. Good leadership of necessity includes a knowledge of games and skills. Such knowledge on the part of the leader stimulates the participants and gives them the security and encouragement to proceed on their own. The leader is first and foremost a resource person. It is to him that the participants turn for help and guidance, and he must be equipped for this role. He must know the nature and use of materials, tools, equipment, games, sports, arts and crafts, literature, and the numerous other specialties that make up the body of recreation today.

Activities and programs are the backbone and instruments of recreation; and relationships, attitudes, and desirable social patterns stem from them. Thus recreation cannot underestimate the importance of skills and, as we shall see later, of administrative abilities and a sense of orderliness. On the other hand, it cannot overlook the fact that the leader serves also in a number of symbolic roles.

There is no escaping the element of symbolism in a leader-follower relation. Even the most sophisticated people project attributes upon the leader and expect him to live up to their phantasies, a task difficult to accomplish in every-day relations. There is, too, considerable disappointment and resultant hostility if he fails. When the leader does not live up to the ideals of his followers, they become hostile toward him. The leader must be at great pains not to meet this with counter-hostility or he jeopardizes, or destroys, his leadership role. The ability to withstand alternation of hostility, criticism, and disapproval with enthusiastic approval, is a primary requisite for leadership. The leader has to have the capacity to subjugate his ego to the purpose and aim of his work. Frequently this is difficult, for the basic drives of a leader usually proceed from ego needs.

The Leader as a Parental Figure

The leader is a parental figure to those whom he supervises, whether they be children, youth, or adults. His superior knowledge and the authority vested in him automatically arouse responses, both positive and negative, similar to those one has toward a parent. Reactions differ toward male and female teachers, and supervisors, because attitudes toward fathers and mothers are essentially different, and these are redirected (projected) upon the recreational director as well. We can therefore expect that the leader in charge will be treated by each participant—modified by group climate and pressures, of course—as the latter had treated his parent of the same sex. An individual who presents behavior problems in the home is likely to create the same difficulties in other group situations. Groups are extensions of the home, and attitudes toward people are extensions of the attitudes there. This very important principle must be kept in mind in all dealings with people, especially when one is in a position of authority.

The Leader as Symbol of the Adult World

The leader also symbolizes to the young participant the adult world. The young person cannot see or comprehend that world; he makes up his mind about it on the basis of his experiences with individuals. If parents and teachers are cruel and persecuting, then the world becomes a cruel one; if they are kind and friendly, then the rest of the world is good. This is the only way in which a young person can judge the adult world. Some pupils harbor great resentment against schools and teachers, and children's conversations are replete with hostility.

If we are to accept and be kindly disposed toward society and authority, we must accept and have regard for the individuals who constitute that authority. Since these attitudes are conditioned in early childhood, parents, teachers, club leaders, janitors, policemen, and others must earn the respect and affection of children if we wish them to become socially constructive and personally whole-

some. When children and adults are made discontented, resentful, and hostile because of the treatment they receive by those in authority, they project or transfer their feelings upon everyone else in their environment. If repression and humiliation continues on the job and in everyday living, discontent and destructiveness are further crystallized and enhanced.

In a sense, then, recreationists have the job of counteracting hostile and destructive attitudes, as well as establishing new ones. One of their important functions is to give the participants, whether children, youth, or adults, a happy experience. Children especially have to be convinced that not all grown-ups are unfeeling, peremptory, and repressive. Freedom of choice and action, a warm personal relation, and a respectful attitude toward them cannot but convince children of our basic friendliness.

Dealing with Negative Attitudes

One of the major conditions for successful functioning as a leader is to be able to accept hostility and antagonism gracefully and affection objectively. To take part in a positive relation where friendliness, respect, and mutuality exist is a much simpler matter than to withstand unreasonable and unjustifiable antagonism. People can be helped most when they can freely express these negative feelings first. Frequently, even fairly "normal" persons relate themselves to others through an initial discharge of such emotions. When one is punished or demeaned for them, he becomes alienated and may be lost to us irreparably. But when the leader is able gracefully to ignore the early outbursts of hostility, the child or youth's guilts are allayed and he is grateful. This draws him toward the adult and a step in the education of emotions is taken.

Hostility and aggression so accepted integrate the emotions of the individual. Instead of withholding negative impulses for more propitious occasions, such as discharging them against a younger brother or a pet, the individual is encouraged through our tolerance to be both positive and negative toward the *same object*. Especially when a child has to separate the objects of his love and his hate, integration of his psychological processes is prevented. But when the same object serves as the recipient of both love and hate, the two opposing emotions become unified, and one learns to love wisely and hate discriminately. For this reason, the good parent and intelligent recreation leader is not disturbed by manifestations of negative feelings, for he recognizes in them essential steps in the development of the child and in the maintenance of mental health in the adult.

Aggression is acceptable when displayed in the early stages of a relationship and later when it appears only periodically. When negative attitudes seem permanent, they point to personality distortions requiring psychological treatment. But here also it is essential to distinguish between transitory eruptions of repressed, subsurface biological and psychological pressures and the permanent organization of character along lines of hostility and destructiveness. In the one case, the safety valves are functioning to establish balance and health; in the other, only one vector of the psychological complex is present, to the exclusion of its opposite and stabilizing force.

Too strict withholding of negative impulses creates disorganization within the group as well. Especially is this true where the leader is arbitrary and unjust. Frustration engenders aggression; and when it cannot be discharged against the frustrating object—namely, the leader—it is redirected (displaced) toward substitutes. In a recreational program, these substitutes may be tools and materials, furniture, the building, or other members of the group. Where hostility intended for the leader is expressed toward other members, "group problems" are apt to arise. Lack of group morale frequently stems from resentment to and dislike of leaders. As recreationists, we do all in our power to interpret to children and young people the world in which they live. They need to become acquainted with the efforts being made to correct the many disharmonies of life today. This must be done honestly and straight forwardly; indirection and covering up what is obviously wrong will only intensify emotions and sharpen opposition. Youth will respect and cooperate with their

A new book on recreation will appear shortly under the imprint of the Association Press. RECREATION is privileged to bring to its readers a pre-publication preview of a part of *Recreation and the Total Personality,* by S. R. Slavson.

What Mr. Slavson has to say about recreation leadership is intrinsically stimulating. It will also serve as an introduction to a book which brings to the discussion of recreation the experience of a man well acquainted with the nearly related fields of psychology and education and sociology.

elders only when convinced of their honesty and good will. They must be frankly told the true conditions that exist today, why these conditions exist, and what improvements are contemplated. Most people find themselves inadequate to meet frank criticism and do not feel free to admit shortcomings. They become defensive, attempt to justify what is, and rationalize motives. Untruths or half-truths will not do, however. We need the frankness and honesty to encourage the young to take part in rebuilding our world. If we fail, young people will grow alienated from us and will turn to adventurers or reactionaries who are definite though glib.

Adults as well need to have their views and acts respected and appreciated. They also need to be encouraged to participate and assume responsibility. Leaders of adults' free-time occupations can, through their attitudes, either extend dependence or build self-confidence. Adults also require emotional security and ego satisfactions. Like children, they, too, act up to the standards set for them.

Even quite young children can make their own choice of occupation and carry out their own plans to a degree commensurate with their powers. In this, the child always needs moral support and frequently also help; but giving help should have as its end freeing him from the need for help. A good illustration of guidance through sympathetic and sensitive handling of what might have proved a difficult situation follows:

The staff member directed one of the girls to me. "Do you want to join the Girls' Club?" I asked. She answered: "Yes, but all I want to do is swim." And she said this out of the side of her mouth; she was tough. I said: "That's fine. That is all you have to do if that is what you want to do." She said: "All right, what do I have to pay?" "It will cost fifty cents."

We took her fifty cents and gave her a ticket. I went into the Club a few weeks later. She was leaning against the door looking into the typewriter room. I asked her how the pool was. She said, "It's swell. What are those girls doing in there?" I told her it was a typewriting class. She said: "What kind of membership do you have to have to get that?" I said: "You don't have to have any type of membership. Your ticket will let you go in there too."

She seemed to be considering that, and I went on. . . . A few weeks later I found the girl in a corner pecking away on a typewriter. Very soon I noticed her in dramatics, and it was only a short time before she was engaged in half a dozen activities; but if you had tried a two-burner gas stove and a broom on her the first day, to make a housewife out of her, or said, "Come in and find expression in art," she would not have known what you were talking about. We try to give the youngsters what they want first. . . .

The happy experience is the first. The possibility of real venture is the second. The third is the possibility for recognition from one's fellows. We cannot withhold that recogntion unless there is also the possibility of achievement. Those are the things that we work with, that carry them on into higher and better planes of activities and after that to physical well-being.[1]

We have here an illustration of a good procedure to follow. The girl's *felt need was met;* she wanted to swim and was allowed to do so. No effort was made to impose or "encourage" her to undertake a program or activities set by the recreation center or the leader. These two facts gave the girl a feeling of security; she would not be imposed upon or forced into activities against her will. Being hostile and rebellious, she could not, and probably would not, have accepted a set program. Because she felt free—not imposed upon—she did not resist it, but rather became amenable to the influence of the environment. Once this was accomplished, she herself proceeded to expand her contacts, and chose occupations and interests other than her first preference, swimming. The adult accepted the girl for what she was; she was neither limited nor pushed in anyway. Both his attitude and language display complete acceptance of her. The fact that she was not scrutinized, judged, or advised gave her a feeling of security to venture out further into the environment. Once accepted, she felt free, less constrained, less resistive. It is through such reaching out toward the outside world that personality grows and social attitudes develop. Through it also character defects are corrected. The girl probably had one of the very few friendly and constructive relations with an adult here. Her character indicates that she probably was rebellious at home, at school, and in other contacts. Being allowed to make her own choice at her own pace changed her feelings about grown-ups. She discovered that they can be friendly and respectful; one does not have to fight them. Perception of the world generally as a result of such an experience

(Continued on page 674)

1 Burger, Arthur T., *Proceedings of the Thirty-third Convention of the Boys' Clubs of America,* New York, Boys' Clubs of America, p. 70 (mimeographed).

Nature Study and Gardening

By DR. A. W. NOLAN

Print by Gedge Harmon

A REAL PROGRAM of recreation in nature study and gardening was carried out in Fort Wayne, Indiana, during the summer of 1945. It was sponsored by the Fort Wayne Public Park Department. A Victory Garden Consultant was in immediate charge of the nature study and gardening features of the program.

The nature study part of the program began with a called meeting of the fifty recreation leaders of Fort Wayne's many beautiful parks. At this meeting, called by the Director of Recreation, plans were presented for the nature study features of the summer's recreation program. The program was launched under the special impetus of a "Nature Study Week." The following outline of suggestions was given to each of the recreation leaders at this meeting where they were carefully discussed.

Nature Study Suggestions for Nature Week

I. Nature study is a direct observation of the common things and processes of nature which touch human life interests.

II. An appreciative knowledge of nature is as practical and essential in education as the "three R's."

III. Some objectives of nature study for younger children are:

1. To learn the names of common objects of nature.
2. To learn some of the habitats and habits of living things—where they live, how they feed, how they defend themselves, and how they reproduce.
3. To learn the use and value of nature's material to human interest.
4. To acquire permanent, sympathetic, appreciative knowledge and interest in nature—as a source both of practical utility and of aesthetic pleasure.

Now is the time when all over the country minds are turning to the business of speeding the plow and dropping the seed. Happy indeed, at such a moment, is the recreation department which lists a flourishing program in nature study and gardening. For other, less fortunate groups, who would like to add such activities to their programs here's a "how it was done" story from the city of Fort Wayne, Ind.

Much can be done toward gaining these objectives because children are naturally interested in nature.

IV. Guiding principles in nature study are:

1. First hand observation necessary.
2. Study only common things and processes that can be observed.
3. Study nature material that has human interest value.

V. Encourage children to have pets and domestic animals, whenever feasible — a natural introduction to animal life by:

1. Taking a census of the group's pets.
2. Teaching the lesson of humaneness toward animals.

VI. Some collections suggested are:

1. Insect.
2. Leaves.
3. Fruits and seeds.
4. Wild flowers to grow on home grounds.
5. Pressed flowers.
6. Woods.
7. Old bird nests.
8. Stones.

VII. The life history and habits of some harmful and some beneficial insects to be identified and learned are:

1. Common orders of insects —bugs, beetles, flies, bees, butterflies, moths.
2. Common injurious insects (according to their injurious habits) chewing, sucking, boring, disease carriers.
3. Common beneficial insects, honey bee, bumble bee,

(Continued on page 670)

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It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ARBORETUM, School. The Evanston, Illinois, Township High School has established an arboretum devoted to native woody and herbaceous plants of the State. Planting was begun in April, 1945. More than a thousand trees and shrubs have been set out.

Aquarium. "Guide to Higher Aquarium Animals," by Edward T. Boardman. Cranbrook Institute of Science. 107 pp. Illus. $2.

"Biological Field Stations of the World," by Homer A. Jack. Chronica Botanica Co., 73 pp. Diagrams. $2.50.

Cabins. "Your Cabin in the Woods," by Conrad E. Meinecke. Foster and Stewart, Buffalo, N. Y. $2.50. Written by a veteran scout executive.

Fishing. "The Little Fisherman," by Margaret Wise Brown. William R. Scott, New York. 32 pp. Illus. $1.50. An accurate description for children of deep sea fishing.

Gardening. "Pay Dirt: Farming and Gardening with Composts," by J. I. Rodale. Devin-Adair Co., New York. 242 pp. $3.

Indian Harvest. "Wild Food Plants of America," by Jannette May Lucas. Lippincott. 118 pp. Illus. $2.

Indians. "America's Indian Background," by Edwin F. Walker. Southwest Museum. 19 pp. Map. 30 cents.

Indians. "The Iroquois: A Study in Cultural Evolution," by Frank Gouldsmith Speck. Cranbrook Institute of Science. 94 pp. Illus. $1.

Indians. "The Pueblo Indian World," by Edgar L. Hewett and Bertha P. Dutton. University of New Mexico Press. 176 pp. Illus. $4. The Natural History of the Rio Grande Valley in relation to Pueblo Indian Culture. Handbook of Archæological History, No. 6.

Insects is the subject for the annual $60 prize offered by the New England Society of Natural History, 234 Berkeley Street, Boston, Mass. The essay must be original and unpublished research. The competition is not restricted. The work must be submitted by May 1, 1946.

Meteorology. "Storms, Floods and Sunshine: A Book of Memoirs," by Isaac Monroe Cline. Pelican Press. 290 pp. Illus. $3. Experiences of a meteorologist who spent over fifty years in the U. S. Weather Bureau.

"Minerals of Might," by William O. Hotchkiss. Cattell. 206 pp. $2.50. A history of minerals and their influence on civilization.

Mosses. "How to Know Mosses," by Henry S. Conard. William C. Brown. 166 pp. Illus. $2.50. Pictured-keys for determining many of the North American mosses and liverworts, with suggestions and aids for their study.

Natural History. "The Lost Woods: Adventures of a Naturalist," by Edwin Way Teale. Dodd, N. Y. 321 pp. Illus. $4.

"Rocks and Rivers of America," by Ellis W. Shuler. Cattell. 300 pp. Illus. $4. Questions about the landscape in down-to-earth language.

"Rocky Mountains, The," by Wallace W. Atwood. Vanguard Press, N. Y. 324 pp. Illus. $3.75. The geology of the Rockies.

Science. "Exploring Our World," by Samuel Ralph Powers, Elsie Flint Neuner, Herbert Bascom Bruner, and John Hodgdon Bradley. Ginn and Co. 522 pp. Illus. $1.44. Adventuring in Science, Book I. Suggestions for individual projects.

Science, Elementary. "Let's Find Out, a Picture Science Book," by Herman and Nina Schneider. William R. Scott, N. Y. 48 pp. Illus. $1.25. Suggestions for simple scientific experiments using equipment to be found in any household. Written by a teacher of physics.

Science. "This is Science." Association for Childhood Education. 43 pp. 50 cents. Prepared to meet a widespread demand by teachers. How science may enrich the experiences of children.

"Transplanting Trees and Shrubs." National Shade Tree Conference. Ohio State University. 35 cents.

WORLD AT PLAY

P.T.A. Home and Community Center

THE STUDENTS at Dunbar High School in Weirton, West Virginia, went to work to raise $16,000 to complete the first Negro school-owned P.T.A. Home and Community Center in the state. Through various community programs the money was collected for the building which serves as an auditorium for the high school and as a community center for adults. The building has facilities for motion pictures, for recreation games and for serving refreshments. The center is open every day and until 10 o'clock each night under the supervision of high school faculty members.

New Film Series

THE Y.M.C.A. Motion Picture Bureau and *Look* magazine are pooling their knowledge, their experience and their resources to form a producing-distributing team that will launch a special series of 16 mm. film productions to meet the needs of schools, colleges, churches, parent-teacher groups, community clubs and community organizations. The films will be produced by established film production companies. The series will be titled "The Art of Living." Two one-reel subjects, *You and Your Family,* and *You and Your Friends,* are now ready for distribution by the Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y. Other titles in the series will be available later in the spring.

Rosin the Bow

THERE is a new monthly publication available to folk and square dance enthusiasts or—rather—an older square dance bulletin, *The Ramapo Rangers' Bulletin,* has been "dressed up and expanded." Rod and Helen LaFarge serve as "the cook and the captain bold and the mate of the Nancy Brig" since they do the whole job of publishing from research to printing and mailing. The magazine is called *Rosin the Bow,* is priced at $1.50 annually, and is available from Rod LaFarge at 115 Cliff Street, Haledon, Paterson 2, New Jersey. The contents of the first number include among other things an article on North Jersey Square Dancing and a list of the best records for square dancers.

All American Soap Box Derby

IN 1941 Detroit's All American Soap Box Derby, billed as "The World's Greatest Amateur Racing Event," was discontinued for the duration of the war. The derby was sponsored by the Chevrolet Motor Division of General Motors Corporation and by some of the nation's leading newspapers. It is good news that in 1946 the derby will be resumed. This August the finalists, selected by local competition in more than a hundred cities from coast to coast, among tens of thousands of boys between the ages of eleven and fifteen years, will come together at Derby Downs, Akron, Ohio, for the final run off.

Prairie Oasis

IN THE province of Alberta, Canada, the government and local communities have created a number of provincial parks for the use, primarily, of people living in rural areas. One of the most successful is Park Lake near the city of Lithbridge. The park provides facilities for swimming and boating and fishing, for picnics and field days. It is, in addition, a sanctuary for wild fowl and wild birds. A local newspaper says of Park Lake that it is "an oasis in the bald prairie . . . typical of the recreation centers that Alberta is developing, all over the province, to give farm families more clearance to enjoy leisure moments."

A Teen Center That Continues

THE "Ranch House" Teen Center at Arkansas City, Arkansas, is beginning its fourth year with a budget of $3,300 from a Community Chest and with a paid director in charge of the center which is located in an old Methodist church. Churches of the city take turns providing adult leaders to aid the director.

Music Amphitheater Planned in Chicago

CONSTRUCTION of a $1,500,000 amphitheater on the lake front east of the Art Museum will be started in 1946 by the Chicago Park District according to the *New York Times.* It will accommodate 25,000 people and have a movable roof to pro-

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tect 10,000 seats in the event of rain. There will be 15,000 seats and an overflow area for 10,000 more people. The amphitheater will provide a permanent home for the summer concerts and will be used to present light operas and large events of public interest too small to be held in Soldier Field.

Winter in Akron—The Akron, Ohio, Department of Recreation is operating two full-time community centers in park buildings from 2 to 10 P.M. There are ten community centers in school buildings each of which is open once a week from 7 to 9 P.M. Activities include basketball, volley ball, games in the gymnasium for teen-age boys and girls. In the halls are table games, such as checkers, caroms, and ping-pong. A model airplane building class is in operation in each building and there is a social party once a month. There are five basketball centers in school buildings and two centers in federal housing projects open one night a week for social dancing.

More Recreation Areas for Mt. Vernon—Mayor William H. Hussey of Mt. Vernon, New York, in his annual message to the Common Council in January stressed the necessity of setting aside suitable recreation areas throughout the city now while they are available and designating them as living war memorials. He advocated that a careful study of property should be undertaken to determine what areas are capable of reservation for future parks and recreation facilities.

Creative Playthings—A movement to enrich the play life of children by helping parents procure suitable toys, books, records and other play material has been announced by Creative Playthings, 102 West 95th Street, New York City, with the establishment of a committee of educators and specialists in various fields to appraise items as they appear on the market. Outstanding educators will serve as consultants on books, children's records, music, fine arts, science, toys for older children, pre-school toys, educational equipment and puppets, marionettes and shadow plays. A demonstration retail shop to help parents with their toy-buying problems has been opened at the headquarters of Creative Playthings.

An Entire County Indicted—Every man and woman in Marion County, West Virginia, according to the *Baltimore Sun,* January 11, 1946, has been indicted by the January grand jury with failure to establish proper recreation facilities for young people.

Noting the prevalence of crime among the teen-age group, citizens were accused of "laxity in handling juvenile delinquency problems."

Ski Trains Run Again!—Since 1942 there have been no ski trains running on the New York, New Haven and Hartford Railroad. On January 27, 1946, a ten-car special known as the "Snow Express" took 600 ski enthusiasts to the Berkshires in western Massachusetts on a one day excursion. "All types of skiers were out in force," says *The New York Times* for January 28, "the 'Schussboomer' who plunged straight down the trails, much to the detriment of the controlled skier; the 'Scissorbill,' who seemed to be in everybody's way, and the novice skier who had to fall to effect a stop. Interest, however, was centered on the large turnout of children and their parents. These young boys and girls made great use of the

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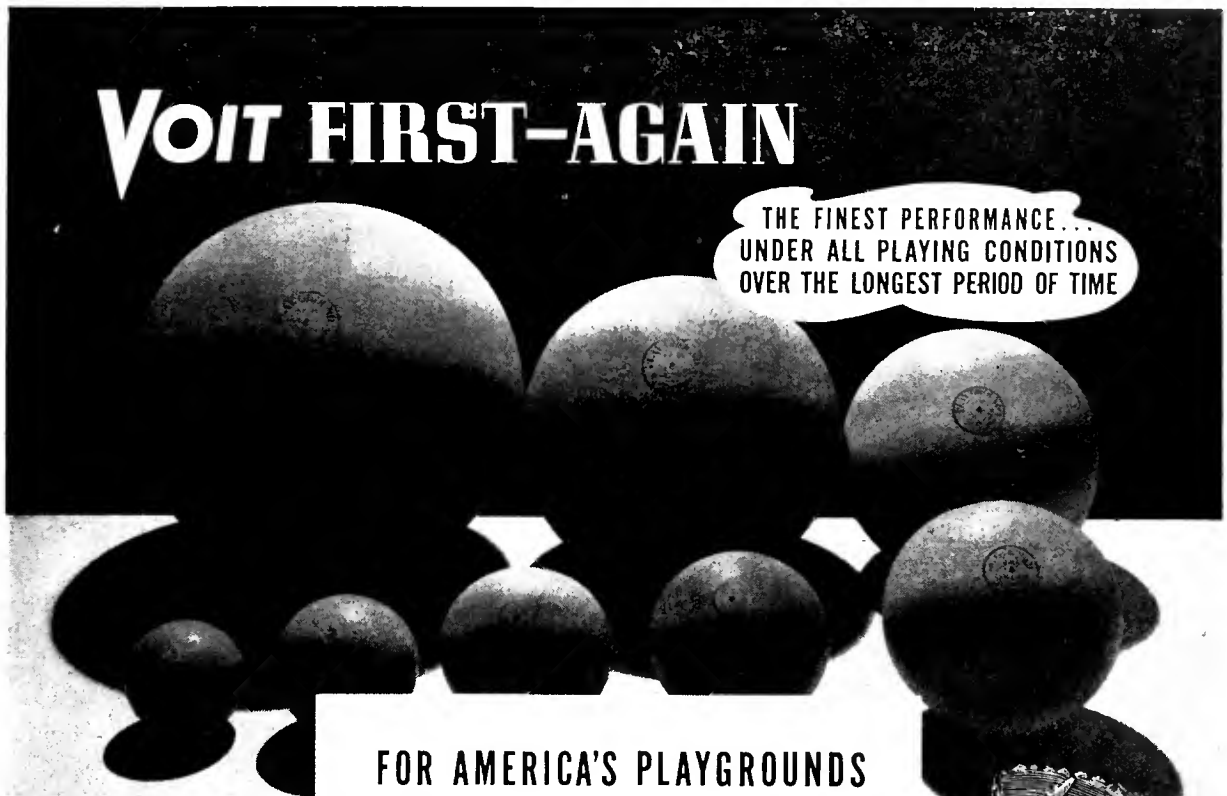

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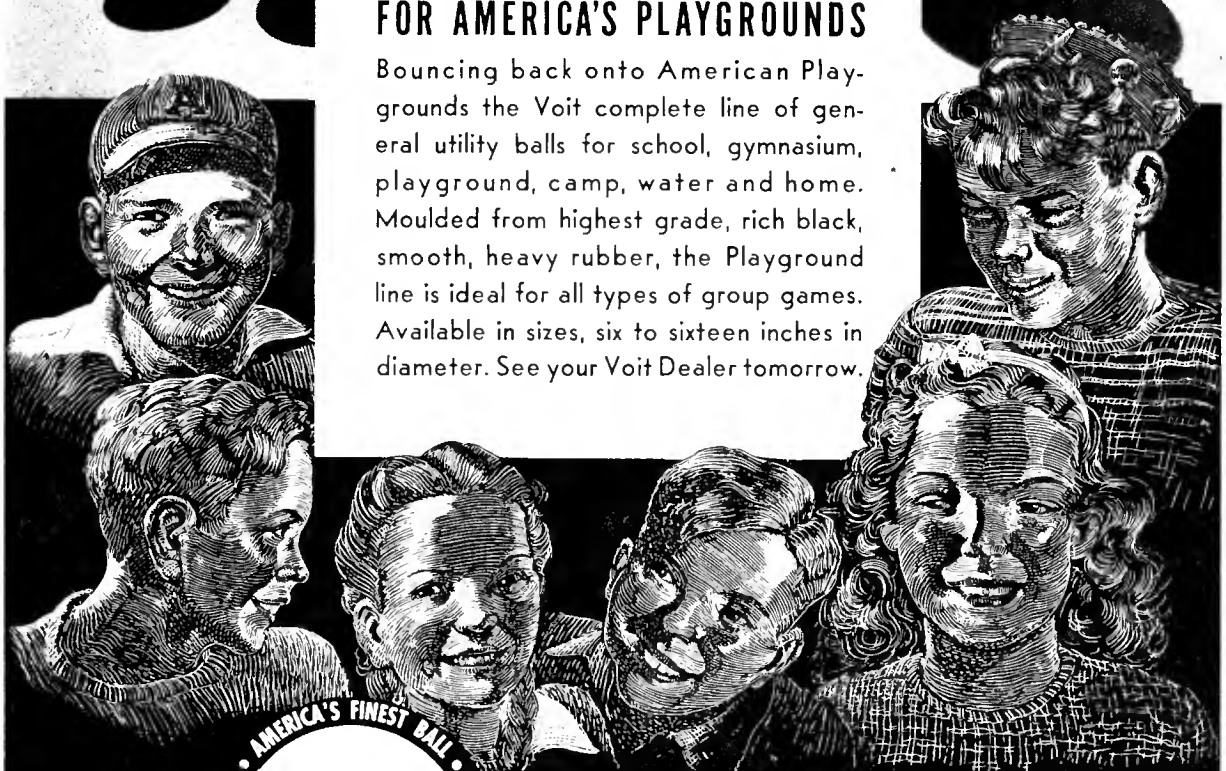

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300-foot novice rope tow that literally drags them up a simple slope for a leisurely ride down the hill."

Notes from New York City's Park Department—During 1945 over 106 million visitors used the recreation facilities of New York City's parks, playgrounds, and beaches. During the year 492 neighborhood playgrounds were operated with daily programs of games, contests, arts and crafts, drama and other activities. In addition to the standard daily program, the Park Department also conducted special tournaments and sports for children and adults. Three series of outdoor swimming meets were held in which over 3,000 boys and girls took part. In connection with the swimming meets a Learn to Swim Campaign was held in seventeen outdoor swimming pools, and the fundamentals of swimming were taught to 4,800 children.

Many special features were included in the program. Most popular of these was outdoor dancing. Almost 500,000 dancers waltzed and "do-si-doed" through a dance series that lasted all summer. Five dance festivals were produced—one in each major park of the five boroughs. Over 3,500 children were taught to dance and make costumes. The annual American Ballad Contest and the Harvest Dance Contest were two evening features received with enthusiasm. Traveling magic and marionette shows played to 175,000 children as they toured playgrounds of the five boroughs.

The six bathing beaches operated by the park department drew over six million visitors.—Extract from bulletin issued by the Department of Parks, January, 1946.

An Opera Company with a Long History—For twenty-two years the Allentown, Pennsylvania, Municipal Opera Company has given an annual performance. This year for three nights in December the company presented "Babes in Toyland" for the benefit of approximately 5,000 people.

"We gave a very fine production," writes Irene Welty, Superintendent of Recreation. "The cast and chorus are very proud of themselves and I am of them."

Members of the Municipal Opera Company come from many towns in the Lehigh Valley and the fame of the company has spread until it draws its audiences from a number of distant points as well as from every city and town in this vicinity. Fifty-two cities and towns in the area were represented in the patron list.

"Without any doubt," says an editorial in a local paper, "the Municipal Opera Company has made a large contribution to the happy life which Allentonians can enjoy. . . . But the biggest contribution that the opera company has afforded is that gained by the hundreds of young people who are now members of the organization or were members of it in the past.

"It is a good thing that Allentown has such an institution (and of course many others in other lines) in which young people especially can have a good time, can find outlets for talents and energies and can develop and improve those talents for their own satisfaction and advantage if not indeed for society's advantage also."

Washington State Establishes a Division of Recreation in the office of the State Superintendent of Public Instruction—The legislature of the State of Washington has passed a bill, signed by the governor, which establishes a Division of Recreation in the office of the Superintendent of Public Instruction, appropriates $250,000 to cover the cost of the state bureau, and provides state aid to local school boards in the conduct of local recreation programs. The law also authorizes local school boards to expend their own funds for recreation, but provides that local school district funds may not be used for the recreation of adults. State aid funds may be used for recreation for adults.

Houston's Third Annual Nature Fair—From October 12-21, Houston, Texas, held its Third Annual Nature Fair sponsored by the Parks and Recreation Departments through its Natural Sci-

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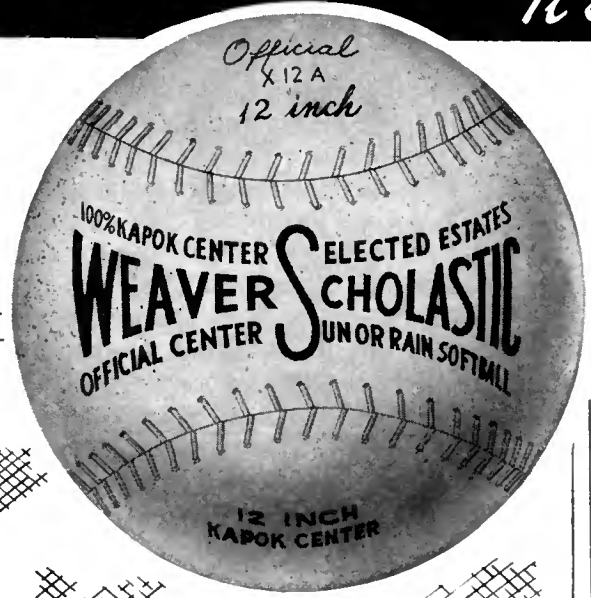

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ence Section which includes the Museum of Natural History, the Zoo, and nature recreation in the city playgrounds. The main feature of the fair consisted of exhibits entered by individuals, schools, playgrounds, scout troops and similar groups. The museum and zoo held special open house. A variety of events entertained the multitude of guests — music, band music, a casting tournament, conducted tours of the nature trail and similar activities.

Some Suggestions for Beautification — Several suggestions for war memorials within the reach of the average small town budget come from Charles H. Perkins, Newark, New Jersey.

"Small towns which already have community centers might think automatically of planting on the surrounding grounds. But what about a popular intersection where people wait for trolleys or buses? Most of these could stand more brightening up. If yours is a town filled with commuters, the area around the railroad station might be planted with fragrant blooms to welcome weekend visitors, as well as to provide beauty and color for the daily traveler.

"Or there may be an area of ground space beside your public library which might be developed into an outdoor reading room. What better memorial could there be than a flower-filled garden where people could read and relax in the summer time? A neat bronze plaque listing the names of service men and women of the community should be in the center of the planting."—Extract from *The Royal Gazette and Colonist Daily,* Bermuda.

Safety Sides for Slides — The maintenance engineer at the Park Holm Housing Project in Newport, Rhode Island, has designed and constructed a safety feature for slides which deserves publicity. This item, which is aimed at the prevention of accidents to little children using the slides, consists simply of a pair of pressed-wood panels fastened to each side of the platform at the top of the slide. Each panel is framed in two 2-inch strips of oak in suitable lengths, and made fast by means of metal straps around the rails at the top of the slide and screwed or bolted to the wood frames.

Ordinarily, there is nothing at the top of the slide to prevent a child from falling off but a single hand rail on each side of the platform. These rails are frequently of such height that a child's body can easily pass beneath them.

The side boards devised in Newport represent safeguards that merit consideration by playground directors, maintenance superintendents, and others responsible for the safe operation of playground apparatus.—Extract from a statement by Ernest Buff.

Cooperation in Michigan Cities

CENTER LINE will have a lighted softball and football field as a result of cooperative effort. The city is furnishing the land and assuming responsibility for drainage and grading. The Board of Education will construct the bleachers. A committee of citizens, through subscriptions or loans from industry, will provide for lighting and fencing. The area when completed will be turned over to the Recreation Board for operation.

Bay City found an indoor archery range as another example of cooperation. The County Board of Supervisors and the Dow Chemical Company

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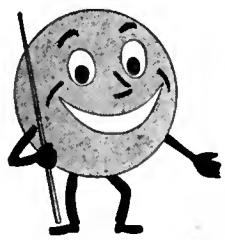

Thank you for the enthusiasm and interest shown at the National Recreation Congress assembly in Atlantic City in January.

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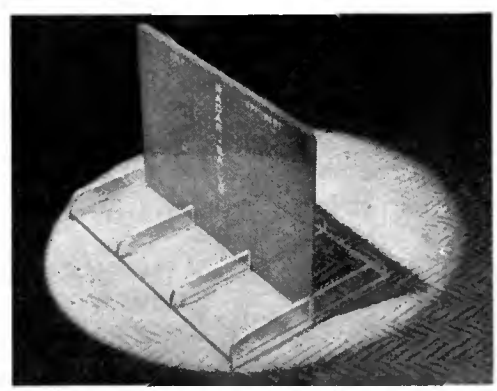

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cooperated in setting up the facilities which have been installed in one of the old exhibition buildings at the Fair Grounds — a long, narrow building excellently adapted to archery. At the range which is under the general supervision of the Recreation Commission forty-five members of the archer's club shoot three nights a week. Classes for beginners are held at the range once a week through the cooperation of the Board of Education and the State Department of Public Instruction. Students pay a three dollar fee for the course in instruction and the state reimburses the Board of Education for 75 *percent* of the instruction costs.

This activity is part of the Adult Education Program which through the section designated as avocational and recreational includes courses in Elements of Navigation and Small Boat Handling and a series known as Hunters' Nights Series under the leadership of representatives of the Department of Conservation who give instruction on such topics as duck hunting and deer hunting. Other topics include recreation leadership, swimming for women and bridge.

Youths' Day in San Francisco

MAY 17 WAS YOUTHS' DAY in San Francisco when some six hundred teen-age delegates from all parts of California arrived to take part in the Northern California Conference on Teen-age Centers and Youth Councils. San Francisco's teen-age groups were hosts for the Conference, which was sponsored by the Youth Authority of the State of California. "Inter-Racial Friendship" was the theme of the Conference.

Following the opening session and the report of the Nominating Committee, the delegates divided into groups to take part in various youth workshops which included Music for Centers; Programs for Centers; Mixers for Centers; Inter-Racial Understanding in Small Communities; Boy-Girl Relationships; Jobs in the Community; Inter-Racial Understanding in large cities; Religion in Action; Problems of Center and Council Organizations. Adult workshops were also held on Problems and Programs at Large and at Small Centers.

At 3:15 P. M. came the afternoon general session with presentation of Conference officers to the Northern California Youth Council who had been elected at the morning session. One minute reports and introduction of consultants were made by the workshop chairmen.

At 4:00 P. M. the Recreation Hour began with a dance in the gymnasium, a sightseeing trip, consultation periods for youth and adults, music in the auditorium, and relaxation in Mission Park. At 6:00 the banquet was held, with the closing session of the Conference at 7:00 when awards were made to the winners of the San Francisco inter-center softball tournament. At 8:00 the gymnasium was the scene of the evening's dance, with the Mission High Swing Band providing dance music.

Time for Safety Measures

A HIGHLY TRAINED ICE SKATER, unless he is unduly careless, needs no warning about dangerous ice and the hazards involved in the sport. But many devotees of plain skating do need to be warned. In the thrill of executing a "high one" or a "long one" there is a brief second when the skater isn't in control. Many a bad spike or torn ligament can be traced to such a moment when the skater has taken flight before he has figured the landing. For such people, forgetting in their enthusiasm the dangers involved, there should be a set of rules so simple they can become common sense habit to every skater. In the meantime, there are certain safeguards which should be practised by all authorities who are in charge of skating rinks. Here are a few suggestions along these lines.

No matter how thick the ice, it is imperative that it receive the attention of the local police or the local park authority until it is safe beyond any doubt.

Many types of minor and major accidents can occur on a crowded skating area. It is, therefore, essential to have first aid materials readily at hand. First aid can be rendered effectively by the person on duty who has been assigned to super-

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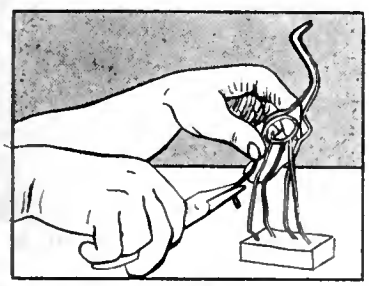

When modeling with Plastic Wood the usual preliminary steps are necessary in making the armature as with any other medium. After the armature is prepared, Plastic Wood is then applied from a tube or a can, allowing it to dry for a moment before modeling into shape. No special tools are necessary.

After adding additional layers of Plastic Wood to attain a rough figure structure, add finishing touches by mixing Plastic Wood Solvent with Plastic Wood to make a soft dough.

Do not hesitate to use Solvent liberally—applying it directly to the Plastic Wood already on piece, or mixing it with additional Plastic Wood to model delicate places.

ARTS and CRAFTS TEACHERS will find great advantages in using PLASTIC WOOD as a modeling medium. PLASTIC WOOD comes ready to use—does not require special tools and handling, or between class care—other modeling materials must be kept damp in order to be in a workable condition.

PLASTIC WOOD encourages creative ability in the student and develops co-ordination between mind and hand. After the object is modeled it can be carved and sanded, painted or varnished to acquire any desired finish. Following an experiment last summer in the Mt. Lebanon, Pa. Community Summer Day Camp, the arts and crafts counselor wrote the following letter:

. . . Children from 8 to 12 years participated in the class. The advantages of no casting, little equipment and no special care between working periods make this a most popular modeling medium.

"The students successfully built up designs on book ends, and wall plaques of various designs and were very enthusiastic with the results. Proof of the success of Plastic Wood as a craft for recreation centers is shown in the children's desire to continue this type of project at home . . ."

FREE SAMPLE! If you are an arts and crafts teacher and would like to experiment with Plastic Wood for class room modeling, we will be glad to send you samples of Plastic Wood and Plastic Wood Solvent. Direct your request on your school or summer day camp stationery. Please indicate your title.

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Handles like putty . . . Hardens into wood!

PLASTIC WOOD

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vise activity on the ice, *if* he has the necessary equipment.

A telephone should be easily accessible for emergencies.

Hair pins, papers, stones and sticks — objects often found on the ice surface — have been the cause of many bad falls and should be carefully removed.

Numerous accidents are caused by the mixup of speed skaters, hockey players, and plain recreation skaters. One of the most important methods of avoiding accidents is to segregate the various types of skaters. In the majority of the country's indoor rinks guards are on duty to caution all high-spirited and expert speed skaters so that the beginners are not overrun and crowded out. Thus it is possible to eliminate the danger of expert skaters monopolizing the skating area. A figure skater has a right to trace out his patterns without being whisked off his feet by a hockey stick. Hockey players, on the other hand, have a right to a rink or an area of their own. The answer is some kind of segregation.

Ice skating is an inexpensive and invigorating pastime which is enjoyed by young and old alike. People who like to skate are apt to make it a habit. Thousands of returning servicemen are taking up ice skating because it is good exercise, good recreation, a good "mixer." This winter more and more boys and girls are skating on the nation's many rinks and ponds. For all their sakes safety precautions cannot be too highly stressed.—*Kenneth A. Hill,* Recreation Director, Los Angeles City Recreation Department.

The 1946 Recreation Congress

(Continued from page 621)

and community groups provide healthful, entertaining activities for the pleasure and relaxation of our men and women."

At the Conference, organized labor was represented by John Strobel, Recreation Director of the Wisconsin State Federation of Labor and by Melvin G. West, Recreation Director, UAW-CIO.

O. L. Allman, Director of Industrial Relations, Associated Industries of Missouri, speaking as both employer and employee, pointed out what both expect from the recreation program. Employers expect good sportsmanship from employees, interest in the program, and sometimes an employer wants to see in black and white how the program is benefiting his plant, difficult though it may be to demonstrate this value in a tangible way. Employees want a good recreation director, a program based on their own interests, no parternalism, reasonable facilities, and participation by supervisors and the president himself.

Forest H. Kirkpatrick, Consultant on Industrial Relations, Bethany, West Virginia, asked whether industrial recreation leaders were conducting activities or working according to a long-range plan to broaden the recreation interests of those taking part in the program.

The Round Table session considered such questions as the *bona fide* employee rule in industrial athletic organizations, whether recreation programs in industries were necessary because the community programs were not filling the need, lighting and color schemes, financing industrial recreation programs, men coaching women's teams, recreation activities in rest room lounges, liability for injuries to participants in athletic programs, travel expenses for varsity teams.

Following the sessions of the Industrial Recreation Conference many of the delegates took part in the regular sessions of the National Recreation Congress.

The Challenge to Leisure in a World of Abundance

(Continued from page 619)

producing now. I thought we were at the maximum of production in our factories, but I have found during this Second World War that with the electrical devices we have worked out, we can produce many times what we produced before."

An inventor, living not far from me, was commissioned to develop labor-saving devices, and he reported that he has worked out one that permits a single man to do the work of twelve men. We have reports from the agricultural field as to how much more can be produced if we apply the science we know. So, it was not strange to read in the *Saturday Review of Literature* the other day an article about the new sin of being afraid of the new abundance and the new leisure that that abundance would bring.

We face a new world, in that we not only now have an abundance of electric power, but soon we may have more power through atomic energy, and our industrialists are putting up to us the thinking out of the problems that may be connected with all this development. After all, this world of ours was made for man. It wasn't made for machinery.

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You can play tennis all your active life. But you can play your *best* only with good equipment. Get the LAST WORD in tennis rackets. Get a Wilson. Designed by leading stars. Masterfully balanced. Famous for stroking power and stamina. It's the LAST WORD in every way. See your dealer. Wilson Sporting Goods Co., Chicago, New York and other leading cities.
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IT'S WILSON TODAY IN SPORTS EQUIPMENT

How can we discover and work out those things that will give the greatest and most enduring satisfactions? Many great leaders have helped to set the goal. Dr. Charles W. Eliot of Harvard, who worked so much in the Association in the early days, was fond of the words "the enduring satisfactions of life." Jane Addams sought the means to keep the "spirit of youth," and One, our Master, a long time ago, talked in terms that perhaps have not been improved upon about "the abundant life."

We, as the members of a noble profession, have an opportunity to think through some of these fundamental problems, and try to keep this earth of ours a place that is congenial to the soul of man, a place where life is so attractive, so vital, so real, that we cannot think of anything like mass suicide, where no atomic bomb is going to bring fear to us, where we go ahead and do our part in spite of every threat.

The challenge becomes greater all the time, and it is because of this that the National Recreation Association has recently increased its field district staff 50 *percent,* and has enlarged other parts of its work. We must meet these new problems in no small way, because we are coming into a very large world in which we must play our part.

We ought not to open this meeting without a reference to the great place of recreation workers in this recent World War. When we think of the men who have served in the Army and the Navy and the Red Cross, the USO, the FSA, and many other agencies, we have reason to be proud of the service that has been rendered.

I think we can say without question that the people in general are now coming to feel that recreation is one of the major fields, one of the major divisions of life, that with religion, education, labor, health, it has a major contribution to make, and the best in the way of intellect and skill and training is not a bit too good for the task that we face in the time ahead of us. We do have reason to be proud that in forty years so much has been built up, so much of physical equipment, so much of leadership, and so much support in public opinion.

The recreation center, the playground, and the swimming pool are but symbols to indicate the thought of the American people for more abundant living, for keeping the spirit of youth for people of all ages in our communities. We have reason to be proud, but our thoughts should not be of the past, but of the future.

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Emphasis on "Civilian"

(Continued from page 631)

ried about his security and perhaps that of a wife and child as well, is not in the mood to participate in those activities normally conducted in a recreation center or park or playground. There's no quarreling with the fact that this is a job for our educational employment (or veterans) agencies but if they cannot fill the need (as will be the case in many communities — particularly the smaller ones) we may have to do something about it.

The Army has done much without enough trained leadership. Here are some suggestions from Army experience:

Place vocational information materials in your club or reading rooms.

Inaugurate a vocations course, in which, in successive sessions, a different vocation or profession is discussed by a recognized successful member of the vocation or profession.

Set up better jobs clinics, designed to help a person sell himself to a prospective employer.

Arrange vocational guidance programs in which interested persons are referred to counselors selected from recognized successful members of the various occupations and professions. (These, of course, would have to be selected and briefed in advance.)

Engage part-time counselors, both vocational and educational, and make this service available in the evening.

Use miscellaneous sources of information in these fields in connection with bulletin boards and center news sheets or newspapers.

The Army has developed and/or accumulated a tremendous amount of materials for use in these fields, and a visit to the Information-Education Officer of the military installation nearest you may be worth while. These materials are all expendable, and naturally will be surplus at installations being deactivated or reduced in strength.

A Calendar Service

RECREATION PROMOTION and Service, Inc., of Wilmington, Delaware, of which George T. Sargisson is Executive Secretary, inaugurated a Calendar Service which is meeting a very favorable response. The service is explained in the following letter which was sent to all civic, business, church, school, social and recreational organizations in the Wilmington area.

"You will be interested in knowing that we are planning the operation of a clearing house for information on recreational activities. A CALENDAR SERVICE of what is going on in and near Wilmington will be maintained in this office so that conflicting dates of events may be avoided. In order that this service may be carried out, your cooperation is necessary.

"It is requested that a schedule of any activities which you are contemplating be forwarded to us immediately so that it may be recorded in our Calendar. By doing this, other groups planning activities on the same dates may have the opportunity of selecting a non-conflicting date.

"It is also requested that before planning further activities of your particular group that you telephone Wilmington 5-3211, or write us for information relative to scheduled events. In this way you may be able to plan your event on a "free evening," thereby being assured of a greater turnout for the affair.

"It is planned to submit a schedule of activities to the Wilmington newspapers every week for publication.

"There is no charge for this service. This is being done for the sole purpose of assisting organized groups in planning their pro-

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grams on non-conflicting dates, thereby allowing the public to attend and enjoy many more functions over a longer period of time.

"Your cooperation in providing this office with the desired list of your activities is earnestly solicited."

"Next Week in Wilmington"

The Calendar of events for the week of December 9-15, 1945 will serve as a sample. It was published in the *News-Journal* papers, under the title "Next Week in Wilmington."

Sunday, December 9

3:00 P.M. Concert by the Wilmington Symphony Orchestra in the Playhouse. Admission free.

5:00 P.M. Christmas vespers at the Y.W.C.A.. Admission free.

8:00 P.M. Concert in the Y. M. and Y. W. H. A., 515 French Street. Hebrew and Yiddish folk songs.

2:00 P.M. to 6:00 P.M. Delaware Art Center, Woodlawn Avenue and Park Drive. Exhibit of paintings of Stanley M. Arthurs of Wilmington. Continues daily from 10 A.M. to 5 P.M. Admission free.

Monday, December 10

8:00 P.M. Christmas workshop and exhibit in the Y.M. C.A. Admission free.

8:00 P.M. Book and Authors Bond Rally in the Playhouse. Victory Bond Admission.

8:00 P.M. Minstrel show at St. Andrew's Parish House, Eighth and Orange Streets.

8:15 P.M. Concert by the American Society of Ancient Instruments in the Delaware Art Center. Admission free.

Tuesday, December 11

8:15 P.M. Junior Chamber of Commerce Forum at the Playhouse. Margaret Bourke-White, speaker, "European Panorama." Admission by subscription. Tickets may be obtained at the box office.

8:15 P.M. Pre-Christmas program of the Book Forum at the Ursuline auditorium. Admission free.

Wednesday, December 12

8:00 P.M. Delaware Safety Council annual meeting in the Playhouse. Col. Alfred B. Johnson, speaker, No admission fee.

Thursday, December 13

8:00 P.M. Workers' Education Forum in the Y.W.C.A. Michael Ross, speaker, "Labor and International Scene." Admission free.

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THE NISSEN
TRAMPOLINE
puts the popular gym and playground sport of TRAMPOLINING back in "civvies"
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Friday, December 14

7:30 P.M. Christmas party at the Wilmington Drama League for children of members and their guests.

Saturday, December 15

All Day—U. S. Victory Train at the Pennsylvania Railroad freight yard, Third Street. Seven cars of secret U. S. war equipment and captured Nazi material including Goering's bejewelled baton. Admission—One Victory Bond for the entire family.

7:30 P.M. Christmas party at the Wilmington Drama League for children of members and their guests.

The plan provides for listing at the office all the services of many activities which are not of a public nature and hence cannot be included in the Calendar. Information regarding them is, however, available for the use of anyone interested.

Kingsley House Goes on the Air

(Continued from page 643)

ability was overshadowed by her interest in the welfare of the poor, was dramatized in a program titled by her first name, *Margaret*. These scripts were produced by settlement members ranging in age from young children to adults. Other groups produced selected radio plays written for boys and girls by professional script writers.

The production of monthly programs for a year, programs which involved about seventy members who were intensely interested in what they were doing, has given impetus to the formation of a Radio Workshop. Its personnel will include all settlement members and staff who are in any way connected with the radio presentations given monthly; actors, script writers, publicity agents, sound effects and other technical workers. We hope eventually to explore the entire field of radio production with the idea of improving appreciation, as well as experiencing the satisfactions that derive from production.

Already we have learned some things. We know that diction and the timbre of the voice are important, and therefore tryouts and some individual coaching are attempted. We know that it is important to advertise the program before each monthly performance and to check up on our "listening public" after each program. We know that sound effects are a field of their own and that their production requires experience and training. We know that it is imperative to work smoothly with the radio station which provides our time on the air and to report to them our findings about our listeners. We know that it is possible to get advice and help from those who "know how" when we are in a tight spot. And most of all we know that we love what we're doing.

So we're on our way to fun and fame—well, fun, anyway—via radio's exciting voice. Who knows? Maybe next year we will have a recording machine so that we can hear ourselves after "the show goes on" and laugh at our own mistakes and try to correct them. Maybe next year or the next we'll have a radio workshop that's the delight of the nation! In the meantime, if you're within range of WNOE's signal listen on the last Saturday in each month to the Kingsley House players. The time: Saturday, 9:15 A.M. (just after breakfast is finished and before the marketing must be done) station WNOE, New Orleans, Louisana.

Britain Plans for Recreation

(Continued from page 635)

facilities will be provided, clubs using the facilities being expected to pay modest fees which will meet the maintenance charges, although not the capital cost.

Community Centers

Side by side with this development, a great expansion of the Community Center movement is also contemplated. Many community centers were erected in Britain between 1918 and 1939, and now the provision of community centers has, by decision of the British Government, been made a responsibility of the education authorities, the object being "to promote the social and physical training and recreation of the community."

In providing suitable buildings the emphasis is laid first on "social" activities — dances, whist-drives, concerts — but room is also made for the holding of classes in subjects such as economics, international relations, or psychology. Between these extremes lies a vast variety of interest for which, says the Ministry of Education, the community center can and should cater. Music, drama and choral societies can rehearse and produce there; the allotments association, the rabbit club, the savings group, the film society can hold business meetings and social functions. There, too, will be the common room, the games room, and the canteen to which members can resort to read, play games, or chat over a meal.

The Council for the Encouragement of Music and the Arts (now the Arts Council of Great Britain) has, in cooperation with the Ministry of Education, recently prepared plans and models of suggested arts centers. There has been an enormous increase of interest in exhibitions of paintings, in ballet, in performances of classical plays and classical music. These performances have not always been easy to present, especially in the smaller towns, owing to lack of proper halls and accommodation. The Arts Council proposes for smaller towns where separate buildings for concerts and plays are not practicable, the incorporation of a well-equipped hall, with a stage, in a general community center containing restaurant, meeting, reading and exhibition rooms.

Living Memorials in the Recreation Field

(Continued from page 638)

could be? How about forums? Do all the children of the community have constructive play opportunities? Will the veterans interests be fully served? How will the program provide for frequent rededication to the memorial objective?

From this it is clear that leaders should conceive a living memorial largely in terms of program. Program and leadership are closely related, and funds for these will go farther toward vitalizing — toward "re-creating" — a community than funds spent for facilities alone. A progressive, dynamic, full-time recreation director can do wonders in developing a well-rounded, constructive program and in harnessing disconnected community efforts.

The tangible memorial, then, must be developed

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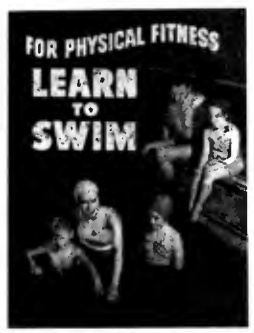
The Eleventh Annual National Swim for Health Week, Launched in a Barrage of Publicity from Coast to Coast, will be Celebrated During the Week of June 24th to 29th.

Here's your opportunity to capitalize on a tremendous national campaign! This year public interest in SWIM FOR HEALTH WEEK is expected to reach a new high. Every medium of publicity will be pressed into service . . . radio, newspaper, motion pictures and national publications . . . all with one purpose in mind — *to make America swim conscious!*



1946 Swim for Health Week poster . . . printed in three colors . . . 13½" by 17½" in size . . . 2½" blank space on bottom for two-line imprint. Price $6.00 per hundred to cover cost of printing, handling and shipping. Extra charge of $2.50 per hundred for two-line imprint.

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Naturally, you will want to take advantage of such a promotion—it's planned for YOU! *The groundwork is laid . . . the stage is set!* But it's a promotion that will be worth nothing unless you, yourself, develop all local possibilities . . . *don't pass up a single one!*

Hundreds of Chapters of the American Red Cross, Boys' Clubs, Young Men's Christian Associations, Young Women's Christian Associations, Commercial and Municipal Swimming Pools, high schools and colleges, newspapers, radio stations, stores and national advertisers have cooperated in the promotion of Swim for Health Week campaigns.

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around community needs, program and leadership. The facility must be functionally adequate; veterans will be disappointed if they find themselves still subjected to waiting turns and overcrowding. No cheap, half-way measure will do. Every member of the community should feel the burden and glory in the accomplishment. The facility should be beautiful. It should be located where it can best serve the entire community even if buildings have to be razed.

A selection of contemporary statements which best describe the spirit and achievement to be memorialized, as well as the names of those who sacrificed themselves, should be displayed. The recreation facility must serve minority groups on equal terms, and should provide that groups from other nations shall participate in competition, entertainment and fellowship.

Provision for the facility's leadership, program and maintenance can best be made through taxes. The facility itself can well come from this same community-wide source.

Careful, long-range plans should be drawn. The planning services of the National Recreation Association can well be enlisted. There should be no hurry to build as long as homes are desperately needed. However, the work of planning, educating, securing backing, and providing funds cannot wait.

Those leaders who achieve true living memorials in their communities will prove that this war's great sacrifices have not been in vain.

Playtime at Goodyear

(Continued from page 647)

work became available. Now its normal flow of activities is in full swing again.

In addition to the gymnasium where all indoor sports, the annual Christmas party, dances and other attractions are held, the hall houses Goodyear Industrial University; the Goodyear Theater, with a seating capacity of 1,632; a library of 2,000 non-fiction books and 400 current periodicals; 12 bowling alleys; conference club and lounge rooms galore; and a steam room.

Outdoor recreational activities are conducted at Seiberling Field, only a block from the main plant. Here there is a large stadium and near by several baseball diamonds and horseshoe courts. Picnic facilities, boating and fishing are offered at the company's Wingfoot Lake property, approximately fifteen miles from the Akron plants.

Acting in an advisory capacity is the Employees Activities Committee, made up of a representative from each club, and incorporated, not for profit, by the state. For the purpose of administering the affairs of the Employees Activities Committee between meetings, an executive board composed of a chairman, co-chairman and ten members has been established.

Program

The social program is diversified. Thirty clubs have been organized, most of them at the suggestion of the employee activities program. Outstanding among these are the Photographic Society, Flying Club, Foremen's Club and auxiliary, Wingfoot Girls, Friars, Operetta Society, Hunting and Fishing, Women's Club and Women's Forum, the Twenty-five and Twenty-year clubs, composed of longterm employees, and the Girls' and Duplicate Bridge clubs.

Highlighting the recreation programs at Goodyear Gymnasium each week is the regular "Family Night" event staged each Monday. At this time all the gymnasium facilities are available to em-

ployees and their families and such sports as volley ball, shuffleboard, handball, table tennis and basketball are in progress.

Other organized sports sponsored by the Employees Activities Committee include: archery, badminton, bait casting, departmental basketball, deck tennis, golf, horseshoe pitching, pistol and rifle shooting, softball, swimming and volley ball.

As a feature sports attraction, the company sponsors an outstanding basketball team which schedules top-notch college, independent and industrial aggregations throughout the mid-west. Although basketball was suspended during the war, the team, playing under the name of the Goodyear Wingfoots, has fifteen home games scheduled this season. Capacity crowds of employees and Akron fans fill the huge gymnasium for the home games.

Every Saturday the gymnasium is open to hundreds of boys, sons or relatives of Goodyear employees, for participation and instruction in indoor sports. Bowling claims the greatest percentage of employee participation with more than 1,000 workers finding relaxation in seventeen leagues, averaging twelve teams each. Women employees are enrolled in two special leagues. Pool tables are also provided at the Goodyear bowling alleys.

Participation

Edmund's latest survey shows that 30 *percent* of the employees participate either as spectators or players in the year-round sports program, while more than 80 *percent* are present for special events.

Despite its extensive sports and recreation program, Goodyear is still expanding in this field through special bulletins that urge groups of employees interested in a particular sport to organize and contact the committee for assistance in scheduling and supervision. Edmund already has a staff of sixteen people who plan and supervise the program that has enabled Goodyear to keep its employees strong, healthy and satisfied.

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Derby Day in Burbank

(Continued from page 637)

suitable prizes. Each boy who entered the race was given an attractive hunting knife. One of the members of this committee engraved the name of each contestant on the knife blade and another member decorated the sheath with the words, "Burbank Soap Box Derby, 1945."

Each contestant also received a felt emblem to wear on the day of the race. Miniature car trophies were given for the first three places in each of the two divisions—the 10 to 12 and the 13 to 16 age groups.

The *Arrangements Committee* provided the official starters and timers, and was successful in getting the city Mayor to act as official starter. This committee also arranged for one of the oil companies to provide a lubrication truck, secured a police patrol, arranged for the taking of movies, and arranged with the City Service Department to clean the street prior to the race.

The *Safety Committee* arranged for a Red Cross station wagon with an attendant and first aid supplies, and patrolled the course, particularly at the start and finish.

The *Public Address Committee* arranged for public address equipment at the starting line, also

for communication between the starting and finishing lines. A registrar organized the heats and recorded all the data on a large blackboard. This committee had several excellent ideas for communications and announcing, some of which were not possible to use due to the lack of equipment. It was felt that a "walkie talkie" or a direct telephone connection between start and finish would simplify communications.

A *Ramp Committee* composed of two members was in charge of constructing and operating the starting ramp. This fine piece of work was done at the home of one of the members and assembled on the course the day of the race. By this means it was possible for three cars to start at once. A signal flag was used for the benefit of the timers at the finish line.

The *Program Committee* had the important job of raising money. They had charge of selling advertising to merchants, printing of programs and selling them on the day of the races. A Hi-Y Club of one of the schools volunteered to make the sales.

Summary

The best time for the 1,280 foot run was 47-3/10 seconds. This car was later paced by a motorcycle officer at 29.2 miles per hour.

The total actual expense for the derby was $231.25 and was distributed as follows:

Six Trophies and Engraving	$ 85.00
Hunting Knives for all Contestants	86.25
Newspaper Cuts	25.00
Emblems for all Contestants	20.00
Paper and Stencils	12.00
Postage	3.00
	$231.25

The opinion in Burbank would seem to be that the First Annual Soap Box Derby was a success. In an evaluation meeting of the club, many of the committee members felt that our work another year could be greatly improved.[1] However, it was successful enough to warrant its becoming an annual event, expanded to include contestants from surrounding communities.

The derby was an excellent example of committee cooperation in a men's service club. Eighty-five per cent of the total membership of fifty played an active part in planning and directing the event.

1. The Burbank Y's Men's Club would be glad to furnish upon request an itemized evalution which applies directly to the Burbank situation.

Nature Study and Gardening

(Continued from page 651)

lady beetles, parasitic flies, dragon fly.
4. Insectiverous animals—birds, bats, toads, frogs, spiders, salamanders.

VIII. The habits of some common birds to be identified and learned are:
1. Common song birds—nesting habits and songs.
2. Harmful birds.
3. How to attract birds—food, baths, bird houses.

IX. Some methods used in studying trees—orchard and forest—are:
1. Label trees in park area.
2. Learn bark, leaf, branching, form.
3. Guess at height of trees.

X. Identify wild flowers of forest, field, garden, and park.

XI. Be alert to observe and study any natural object.

XII. Be enthusiastic and your interest will be contagious.

During the designated nature study week five groups of children, between twenty-five and thirty in number, one group each day, were taken on a nature study walk, through one of the city parks and along the banks of streams. The program leader and the local recreation director guided the children on these nature hikes. The children responded enthusiastically. They scurried about bringing up specimens of flowers, leaves, insects, and other nature material, asking many questions about what they found and saw. It is soon evident to a nature study leader that little children can easily be taught to see about them many interesting objects and phenomena of nature. They ask, "What is this?" "How does this animal fight?" "Why can the water-skipper walk on water?" This was learning and recreation of the highest type. The children asked, "When can we go on a nature walk again?"

Another feature of the Fort Wayne recreation program was the children's victory gardens, adjacent to one of the city parks and near one of the public schools. The children considered it fun to work in their gardens. There were thirty-six individual plots, each 20′ by 20′. The gardens were laid out, planted, and cared for by the children. They organized a little garden club and the boy president was an enthusiastic and capable leader. One of the teachers in the public schools was employed by the Park Board to be at the gardens each afternoon to assist and instruct the young

gardeners. The children placed a flag at each garden and entered a contest on growing the best and cleanest garden. They often left their play and games at home and in the parks to work in their gardens. Parents soon became interested in this project and many visitors drove by or stopped to see the gardens and the children at work.

The expansion of children's gardens to other sections of the city is a considered plan of the City Park Board. Fort Wayne's parks are excellently adapted to nature study and gardening for the children of the city, and the past year's experience in these projects proves that the children respond heartily to these forms of recreation.

Recreation Activities in San Francisco's Housing Developments

(Continued from page 646)

We work on the theory that the tenants in a Housing Development are no different from those in other residential areas and their participation in and conduct of groups and programs is invited on the same terms. They have been very successful in assuming responsibility for dances, dinners, social activities, picnics, special activities for children, craft groups.

Both the Recreation Department and the Housing Authority in San Francisco wish to continue their plan which has now been in operation for five years. Under this plan the Housing Authority turns over all recreation facilities to the Recreation Department for operation. The Recreation Department furnishes staff, the Housing Authority maintenance, heat, light and janitorial services. Through the Community Service Fund, supplies and equipment are available. This fund also is in a position in the initial stages to underwrite motion picture shows, dances, boxing.

The cooperative plan started with slum clearance; housing expanded tremendously with the necessity for defense housing and in San Francisco will continue in permanent housing developments as the new projects are completed (seven are contemplated at present in addition to the five long in operation).

Toward an Indefinite Future

Because of the acute housing shortage it would appear that defense housing units will have to be maintained more or less indefinitely and recreation must do its part in this very important field of service.

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In San Francisco, before an area is subdivided, a representative of the Recreation Department consults with the sub-dividers regarding their general plan; what portion of the sub-division will be residential property; what portion business property; what portion school, church, or organization property. An estimate is made of the number of children to be located in the area, the proximity to other playgrounds is noted and the size of the playground for the sub-division is determined. Before streets are laid out by the sub-division, the location of the playground is decided upon by the Recreation Commission. If possible it is placed adjoining or near a school site. This is advisable in San Francisco where available land is limited. A representative of the Recreation Department keeps in touch with the sub-dividers regarding grades and location of streets, in order that the interests of the Recreation Department are safeguarded.

The property is immediately tied up on a purchase lease basis—so much down and so much a year for three or four years.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Child, December 1945

Camps for Children with and without Physical Handicaps, Juanita Luck and Betty Huse

The Journal of Health and Physical Education, January 1946

Health and Physical Fitness for All American Children and Youth (Available in booklet form from American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Price 10 cents.)

"Keeping Fit at All Times"—a radio script

Training Student Officials, Carl Nordly

The Need for Realism, Courage and Invention in Modern Dance, Juana De Laban

Camping Magazine, January 1946

Social Values in Archery, Blanche Harrison Lapp

Beach and Pool, January 1946

Trends in Swimming for Safety, Health and Fun, Howard R. DeNike

Pool Side Control of Swimming Pool Water, R. N. Perkins

Think, January 1946

Art Therapy for Disabled Veterans, Malvina Hoffman

The Journal of Education, January 1946

Education, Recreation and Conservation, Reynold E. Carlson

The Nation's Schools, January 1946

The Child and His Leisure, Hanne J. Hicks

The National Parent-Teacher, December 1945

Riding Your Hobby Pony

Scholastic Coach, January 1946

Recreation Buildings, Areas and Equipment—entire issue

PAMPHLETS

The People of America—Their Origins, Beliefs, and Contributions to Her Culture, Lili Heimers and Margaret G. Cook

New Jersey State Teachers College, Upper Montclair, New Jersey. Price 25 cents. (Remittance must accompany order. No stamps.)

Let's Learn to Listen

Wisconsin Joint Committee for Better Radio Listening. Mrs. N. W. Madding, 143 N. Hancock, Madison, Wisconsin. Price 25 cents

Planning for Recreation Areas and Facilities in Small Towns and Cities

Federal Security Agency, Office of Community War Services, Recreation Division, Washington, D. C. Price 20 cents. (Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

A Study of the Desirability of Tackle Football in Grades 7 and 8

Oshkosh Department of Recreation and Department of Physical and Health Education, Wisconsin Recreation Association, Secretary's Office, 3841 W. St. Paul Avenue, Milwaukee 8, Wis.

The Community Can Do It—Make a Plan

Australian Broadcasting Commission, Sydney, Australia. Price two shillings

What Is Your State Youth Commission

New York State Youth Commission, 24 James St., Albany, N. Y.

Conservation—A Way of Life

Annual Report, 1945, Sherwood Forest Camp. Park and Playground Association, Room 1003, 613 Locust Street, St. Louis, Missouri

Commemoration Through Community Services—Trends in Living Memorials

The American City Magazine, 470 Fourth Avenue, New York 16, N. Y. Price $1.00

Our Lively Children

(Continued from page 642)

on the way home, producing a neighborhood conference and general ill-will and recrimination. Presumably there was also some studying done.

Home Resumes Its Duties

It is amazing how weariness settles down like a storm cloud on the small boy, however, when he finds himself up against the dismal duty of a half hour's practice at the piano. Headaches set in, the stomach grows sick, a backache joins other serious disorders, and only the resolute parent who has seen this chronic pattern many times and noted the timing of its incidence will heartlessly drive this pitiable lad to his musical exercises. Yet, once they are done, the recovery is so rapid as to be miraculous.

Now, happily, there may still be time for some late afternoon ice skating, a game of ring toss, the building of a snow house, and, after supper, some parchesi, gin rummy or a few tricks of magic, to which parents must give their devoted attention and proper admiration. Weariness will show itself without fail, again, when a bath is proposed, but immediately afterward children will once again be the "only really living people" in their otherwise weary world. It really seems absurd to drive them to bed at 8:30, still wide-eyed at the miracles around them, and needing sleep less than anybody else in the house. But either they go to bed, or their parents must, from utter exhaustion.

—Reprinted by permission from "Topics of the Times," *New York Times,* January 28, 1946.

Lessons from a Global Recreation Program

(Continued from page 628)

recreation program sponsored by the military. Men and women who have never thought that the responsibility of recreation was more than their own personal problem are now accustomed to expect a decent and intelligent provision of off-duty recreation opportunities. I am certain that this thought will be carried back into their community life—that they will look to you as recreation leaders to provide intelligently an opportunity for them to participate in a leisure time program somewhat paralleling their wartime experience.

In closing—and for the purpose of going on record—permit me to indicate how the Navy feels about recreation. I know of no better way than to quote Vice Admiral Randall Jacobs, formerly chief of the Bureau of Naval Personnel. Admiral Jacobs has this to say about recreation:

"In the initial stages of this war, the welfare and recreation services helped greatly to bridge the gap between civilian and naval life for the men training earnestly for the tasks that lay ahead. These same welfare and recreation services did much to enable our forces to maintain a healthy mental and physical condition during that period of waiting prior to major actions.

"As the war progressed, increased welfare and recreation services provided the relaxation so eagerly sought by naval personnel during the brief respites between battles.

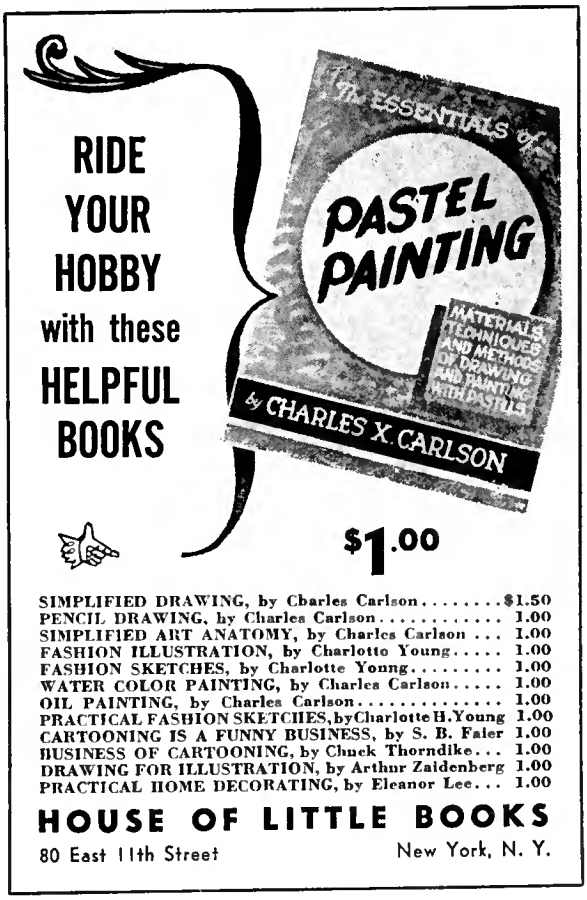
"With victory, the final stage involving demobilization and readjustment within the naval service makes the welfare and recreation services of the Navy even more important. Commanding officers and recreation officers must double their efforts to insure that during this transition period all naval personnel will have increased opportunity to engage in wholesome recreation activities to sustain the morale of all personnel at its present high level.

"Welfare and recreation will continue in the peacetime Navy as a keystone of the Navy's personnel program."

A Tribute

I can't relinquish the privilege of standing before you without saying a few words on behalf of the large group of members and associates of the National Recreation Association who gave the Navy such excellent services as Recreation and Welfare Officers during the war. Many of them are present here tonight. They never fired a shot, although a great many of them were out there with us ducking when dangerous things were headed our way. They did provide for the clean eye and steady aim of the men whose job it was to fire the shots.

You are to be congratulated for being associated with such a fine group of men. I wish to take this occasion to express the sincere appreciation of the Navy for their magnificent performance.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The Ways of the People

(Continued from page 641)

ourselves and show others that people can live together in peace and harmony, without forgetting the manifestations of culture which make each racial and national group distinctive. Our national culture is being woven from the warp and woof of the variegated strains of many nations. No one would want to dull the richness of that pattern. How bleak indeed would be the cultural outlook for the future if we overlooked the distinctive, individual cultures in a universal, standardized, regimented culture.

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Leadership and Recreation

(Continued from page 650)

with an adult (as a symbol) changes. In therapy, we know that changed feelings toward an individual are transformed into a changed feeling toward the world generally, which may also have been the case with this girl, thereby reducing her self-protective "toughness." This episode illustrates the principle of choice by exposure.

The Nature of Democratic Leadership

The contrasts between leadership in a democratic and an autocratic group are very sharp. In any autocratic group, there is really no leadership, for the relation is one of domination and submission. Democratic leadership implies mutual participation, acceptance, and respect. Such a leadership relation does not preclude restraint or authority, however, when the occasion warrants it. The functions of recreational leadership are not rigidly circumscribed; they are flexible and multiple. The leader cannot remain consistently inactive or continually assertive. The needs of the situation must be met in accordance with the best interests of the members. In working with social clubs, groups in a manual activity, or physical education, one cannot confine himself to one type of leadership only, such as *laissez-faire,* democratic, or autocratic.

A leader has to adjust his role to the needs of a specific situation that would help individuals and the group in their movement toward higher and more integrated forms of expression. In a situation that holds promise of constructive movement through the efforts of the group itself, the *laissez-faire* approach would be indicated. This is equally true of an individual who seems to be able to solve his own problems or overcome difficulties. On the other hand, in situations that appear to disrupt morale and upset the recreational program, assertiveness on the part of the leader is imperative.

Sometimes it is necessary to use actual prohibition and restraint. It is of utmost importance, however, that these do not become either prevalent or frequent, for the value of the recreational activity may as a result be destroyed and the participants alienated.

The Personality of the Leader

The ability to employ different leadership techniques is conditioned by inner freedom, pliability, and personal development of the leader. One who is rigid and unable to make adjustments easily is unsuitable for the role of leadership. Only people who are themselves psychologically free are able to allow freedom and one who has flexibility can tolerate it in others. The autocratic leader is compelled by his insecurity and fear to be arbitrary and impose authority. A secure person is also freedom-giving and flexible. Multiphase leadership is honest and free of emotional restrictions It is neither overpermissive or overauthoritarian. Leaders who rigidly insist on "democratic" procedures when they are not applicable to a situation are harming, rather than aiding, the recreational setting. Many matters discussed for hours with consequent discouragement and rage are best solved by individual decision. Frequently, groups disintegrate because of petty annoyances and meaningless squabbles over insignificant details. An experienced and flexible leader can judge the relative importance of the matter at hand and deal with it accordingly. Unimportant matters, if given too much stress, irritate the group, create resentments against the leader, arouse conflicts among members, and lower interest potentials. One of the best means of achieving mutual acceptance between leader and group is the leader's capacity for active participation without exerting too much power.

New Publications in the Leisure Time Field

Little Loomhouse Country Fair

Contemporary American Handwoven Textiles. Kenwood Hill. Louisville 8, Kentucky. $2.00.

DESIGNED AS A CATALOGUE for the Little Loomhouse Country Fair, this 79 page booklet is a record of the patterns used by some of the outstanding weavers of the country who are making contemporary texiles that may become heirlooms of the future. Illustrations, descriptions and, in many cases, full directions for making the design are included in the catalogue. This is a booklet that should prove valuable to weavers everywhere.

Let's Have Fun

By Beatrice Elizabeth Allen. "An Adventure in Health and Recreation for Juniors." The Girls' Friendly Society, U.S.A. 386 Fourth Avenue, New York. $.25.

THIS ATTRACTIVE PAMPHLET personifies fun both in contents and illustrations. It is made up of a number of bulletins giving directions for games to dance and sing, games of skill and action, games of wits and fun and games to make yourself.

Recreation workers will find *Let's Have Fun* a valuable addition to their libraries.

Modified Activities in Physical Education

By Doreen Foote. Inor Publishing Company, Inc., New York. $2.00.

THE DESCRIPTIVE SUBTITLE of this book reads "A handbook of games, procedures, classification and organization for pupils in junior and senior high school who cannot participate in the regular physical education activities." It should prove of real help to any person working with youngsters who, for one reason or another must curtail their physical activities but who still seek the fun and skills of the body in sports and games modified to suit their particular limitation.

Physical Education for Elementary Schools

By Mary Louise Curtiss and Adelaide B. Curtiss. The Bruce Publishing Company, Milwaukee, Wisconsin. $2.75.

THE AVOWED AIM of these suggested graded programs for physical education with children of the grade school level is to further the education of the whole child. The programs are offered to the classroom teacher after being tested in the public schools of greater Cleveland. A large part of the book is devoted to program materials.

Barnes Official Guides

THE OFFICIAL SWIMMING GUIDE, 1946
THE OFFICIAL WRESTLING GUIDE, 1945-46
THE OFFICIAL BOXING GUIDE, 1946
A. S. Barnes & Company, New York. Each $.50.

THREE NEW ADDITIONS to the Barnes official guide series are now available. Each contains the current rules together with other pertinent facts of interest to devotees of the sport indicated in the title.

Stories From East and North

Compiled by Marion Bilden Cook. Silver Burdett Co., New York. $1.40.

THIS IS THE FIRST in a series of stories for children at the primary grades age level. The series title is "Children of the U. S. A." The stories are designed to give youngsters an idea of how their fellow Americans in different parts of the country live. The first collection includes stories about children in the states, north and east of the Mississippi.

Fishing Photos

South Bend Bait Co., South Bend, Indiana. $1.00.

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